



# **CONFERENCE PROCEEDINGS**

The Seventeenth Annual Diversity Challenge

**Race, Culture, and Criminal Justice throughout the Lifespan**

October 13-14, 2017

Boston College, Chestnut Hill, Massachusetts

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## **Invited Speakers**

### **More than an Afterthought: A Critical Examination of the Exclusionary Discipline Experiences of Black Families**

Jamila Blake  
Texas A&M University

### **Reimagining Girlhood in the Era of Mass Incarceration: Growing ROSES from Concrete**

Shabnam Javdani  
New York University

### **Together Towards Justice: Voices and Organizing of Families who have Lost Loved Ones to the Police\***

Yul-san Liem  
The Justice Committee

M. Brinton Lykes  
Boston College

Carol Gray  
Mother of Kimani Gray, Killed by the NYPD in March 2013

Natasha Duncan  
Sister of Shantel Davis, Killed by the NYPD in 2012

\*Co-sponsored by The Center for Human Rights and International Justice

### **Creating and Expanding Trauma-Informed Care within New York City Secure Detention**

Mahtab Moaveni  
Felicia McNair  
Jessica Linick  
Carly Baetz  
New York University

## **Race & the Criminal Justice System: Perspectives from Massachusetts Practitioners**

Radha Natarajan  
New England Innocence Project

Shannon Frison  
Massachusetts Trial Court

Rahsaan Hall  
ACLU Massachusetts

Joshua Raisler Cohn  
Roxbury Defenders Unit

Adam John Foss  
Former District Attorney

# INDIVIDUAL PRESENTATIONS

## **The Discipline Gap: Black Students versus Black Schools**

Out-of-School Suspensions (OSS) have been a way to evidence the Discipline Gap. This type of exclusionary discipline outcome has been proven to affect more frequently Black male students. This comparison usually excludes factors related to the criminalization of black students, their socio-economic and also the characteristics of the school. This research in order to avoid all these biases compares OSS rates among similar predominantly public Black High school in Chicago in the school district 299. This research found how those school with higher percentage of students with disabilities are 40% more likely to have higher suspension rates than similar schools.

Felipe Agudelo Acevedo  
Boston University

## **Psychosocial Biases and Diversionary Strategies Affecting the School to Prison Pipeline**

This presentation explores the effects of psychosocial biases and practices occurring in early childhood classrooms encouraging the School to Prison Pipeline. Bronfenbrenner's bioecological model and critical race theory are frameworks utilized in examining diversionary practices of the prison pipeline and microaggressions focusing on critical psychoeducational inclusion as a key factor. Teacher responsiveness, family involvement and community engagement are pivotal components of critical psychoeducational inclusion. The researcher examines inclusionary and exclusionary practices of early childhood teachers stemming from implicit biases and expectations with a special focus on African American boys. The presentation highlights implications for meaningful healing and emerging themes for creatively working with special populations from a psychosocial justice framework and bioecological cooperation to deter the School to Prison Pipeline.

Valeria Benabdallah  
University of Oklahoma

## **Who is My Sister's Keeper? Implications of Ethnic-Racial Discrimination for Justice-Involved Youth's Health and Development**

Few studies have considered the implications of ethnic-racial discrimination for justice-involved youth's health. We assessed the relationships between two types of ethnic-racial discrimination (i.e., interpersonal and group) and mental health among justice-involved youth of color. Participants included 173 adolescents (86% African American, 9% Latino/a; 45% female) on probation. Results indicated that interpersonal discrimination experiences (e.g., hearing racial insults, being hassled by police) were associated with increased internalizing symptoms and externalizing behaviors, and this relationship was stronger for internalizing symptoms in girls. These relationships appear to be mediated by PTSD symptoms and emotion

regulation for girls, but not for boys. Findings are discussed with consideration for future research and intervention efforts involving youth of color in the juvenile justice system.

Aerika Brittian Loyd  
University of Illinois, Chicago

### **Therapeutic Jurisprudence for Black Girls in the Juvenile Justice System: Illusory, Elusive, or Attainable?**

Therapeutic jurisprudence refers to the extent to which the law and mental health operate symbiotically to produce relevant, impactful, and therapeutic consequences for persons who must navigate the legal system or “law-related psychological dysfunction or juridical psychopathology”. The increasing rates of African American girls’ involvement in the juvenile justice system are but one signal of the anti-therapeutic effects of the legal system. This presentation aims to i.) discuss African American girls’ criminalization and hypervisibility/invisibility as status offenders with particular emphasis on unaddressed mental health needs and dynamics ii.) introduce and discuss therapeutic jurisprudence as a strategy for improving the conditions of the juvenile justice system for African American girls, and for appropriately addressing their intersectional identities of race, gender, class and mental health.

Gizelle Carr  
Howard University

### **Race and Crime Pedagogy**

This paper addresses some of the concerns faculty have in managing a discussion on race and crime in the classroom, by making explicit that which is often implicit when discussing the topics. Key objectives are to mitigate tension in the classroom, thereby creating a safe space for difficult race discussions, and to develop and promote faculty preparation for courses and course components that focus on race and crime. Development of pedagogical skills is a function of self-awareness, emotion management, and understanding student values. Faculty preparation needs to be ongoing, flexible, and adaptable to the values of the students and the system. Student-centered examples and strategies are provided to aid emotion management in the classroom.

Addrain Conyers  
Stacy Williams  
Marist College

### **Finding the ‘middle ground’: Student perspectives, cultural competence, and strategies to improve youth-police relations in Baltimore City**

The current proposal will share findings from a community-based, qualitative research project that took place in Baltimore City from April 2016- March 2017. The overall goal of this research was to examine Baltimore City high school students’ perceptions--obtained through 18 semi-structured focus groups--on

their experiences, interactions and relationships with the Baltimore City School Police Force, and how those experiences translated to their perceptions of the community police force. In addition, this presentation will focus on the role of cultural competence and race and the experiences, perceptions, and interactions of both school and community police officers reported by students. Finally, alternate routes through which the findings can inform policy relevant to police patrolling and interactions with youth will be discussed.

Lindsay Emery  
University of Maryland

### **Dispelling the Myth of the Criminal Black Man**

A qualitative narrative method was used to examine the myth of how Blacks have been given criminal labels in efforts to oppress them (Metzl, 2010). For example, in 1851, physician Samuel Cartwright coined the term drapetomania to define Black men who escaped slavery (White, 2002). The term protest psychosis was coined in 1968 by psychiatrists Walter Bromberg and Franck Simon, who argued that Black Power views drove Black men insane (Metzl, 2010). The idea that Black men are expected to be criminal and dangerous are ethnic stereotypes in the United States and United Kingdom; this is what is called the criminal-Blackman (Gabbidon et al., 2002). Katheryn Russell-Brown (1998) used the stereotypical myth “criminalblackman,” to describe how people associate young Black men with crime in the American culture. She further added that the Black male is portrayed as a “symbolic pillager of all that is good.” This presentation will dispel the myth that black men are criminal with historical and statistical facts.

Demetrius Ford  
Dayspring Justice Center

### **Teaching Cultural Responsiveness to Non-White Students**

Most programs preparing students for professions (e.g., counseling, teaching, social work, etc.) require a course on cultural competence or cultural responsiveness. In predominantly White colleges/universities, these courses are often taught by White professors to White students. What happens when the course is co-taught by a Black professor and a White professor? What if, in addition, the students are predominantly non-White? Do the focus and the content of the course change? Are the student responses to the challenges offered in the course different from those voiced by White students? In addition to sharing their own reflections, the presenters will offer student voices through excerpts from course assignments. This session should particularly benefit those involved in teaching courses about diversity.

Jan Frank  
Kerry Frank  
University of St. Thomas

## **Dominican American Women and Market Work Bias: Stereotype and Effect on Career**

Dominican Americans are part of a transnational community that deeply informs how individuals assess their own social, cultural, economic, and political lives (Dicker, 2006; Guarnizo, Portes, & Haller, 2003; Kyle, 2000). Within the United States, where Whiteness and the normalized standard and Blackness as the racialized “other,” many Dominicans “find themselves having to choose among options that their historical experience has not prepared them to recognize” (Torres-Saillant, 1998, p. 142). Recognizing this complicated intersection of gender and ethnicity within an American context, this paper uses a qualitative method, the Listening Guide (Gilligan, 1992; 2006), to investigate identity and meaning making processes within market work—or paid work outside the home (Richardson, 2012)—among second-generation Dominican American women.

Matthew Graziano  
Seton Hall University

## **Recidivism and Trauma across the Life Course**

Childhood trauma is a critical factor in understanding and responding to the needs of incarcerated men at high risk for recidivism. We use a visual life-mapping tool to learn from incarcerated men how trauma has shaped their lives. Qualitative and quantitative analyses of narrative and visual data, grounded in the Adverse Childhood Experiences’ (ACEs) classification of traumatic events, challenges the underlying gender bias related to men and their trauma.

Jill Harrison  
Rhode Island College

## **The Implications of Moral Injury among African American Females with a History of Substance Abuse**

Moral injury is a concept that has been applied to the challenges facing veterans returning from combat due to the discrepancy between their moral values and the behaviors they engaged in due to war. In recovery women have expressed similar challenges due to the illicit behavior they engaged in while in their addiction as well as the prevalence of trauma that has impacted their transition into substance use. A significant number of women with a history of substance abuse report a history of childhood and/or adult trauma that perpetuated their use of substances as a means of coping, created a sense of social isolation and shame. Moral injury contributes to subsequent transgressions and incarceration.

Jaimee Hartman  
HealthRight 360

## **A Social Determinants Life Course Model of Criminal Justice Involvement**

This session presents a conceptual framework which explains pathways into the US criminal justice system using a social determinants framework overlaid onto a life course model. This framework combines multiple interdisciplinary theories into a holistic framework to explain how individual factors, including race, are rooted with a systemic context resulting in an individual becoming embedded in the criminal justice system. Methods include a literature review, which aims to unite sociological, public health, and criminal justice theory, under the hypothesis that this consilience of inductions will provide a more robust framework for understanding individual embedment into the criminal justice system, resultantly fostering the development innovative approaches to prevention and rehabilitation, on both an individual and systemic level.

Brandy Henry  
Brandeis University

## **The moderating roles of race/ethnicity, gender, and mental health in predicting truancy recidivism**

This study examined the moderating effects of race/ethnicity, gender, and mental health needs on truancy recidivism in juvenile-justice involved youth. Our sample included 2,167 court-referred youth charged with truancy. Preliminary results show that a significantly higher number of one-time truants (OTT) met the caution or warning criteria for suicide ideation ( $X^2 = 3.89$ ,  $p = .049$ ) and thought disturbances ( $X^2 = 5.75$ ,  $p = .017$ ) than truancy recidivists (TR). A higher than expected proportion of Hispanic female TRs met criteria for alcohol and drug use ( $X^2 = 7.41$ ,  $p = .006$ ), African American male TR for somatic complaints ( $X^2 = 4.26$ ,  $p = .039$ ), and White female OTTs for suicide ideation ( $X^2 = 4.06$ ,  $p = .044$ ) than expected.

Judy Hong  
University of Houston

## **Fostering Independence or Dependence? Aging Out of Foster Care with a Serious Mental Health Condition**

The transition to *independence* is especially challenging and complex for individuals diagnosed with serious mental health conditions. Young people aging out of child system institutional settings with mental health conditions often have grown up relying on systems, providers, and professionals for emotional and instrumental support. This puts these youth in particular risk for depending on (or being entangled in) public systems during their transition to adulthood. The project leverages feminist critiques of neoliberalism and includes an antiracist feminist lens to examine policies and guidelines within a transitional living program in Chicago, IL. These findings highlight how the ideologies that undergird these policies and guidelines impact how these young people perceive *success* and *failure* in their transition to adulthood, which has particular meaning for their well-being and identity.

Rebecca P. Johnson  
DePaul University

## **The Reality of Refugees and Crime in the United States: A By-State Analysis**

Keeping America safe is the mantra used to support the suspended entry into the United States for people from Iraq, Syria, Sudan, Iran, Somalia, Libya and Yemen. While there is a significant amount of research on the connection between immigrants and crime, the scholarly literature looking at the relationship of refugees and crime is fairly nonexistent. Does denying entry to refugees from these seven countries really make a difference in the safety of Americans? This project utilizes multiple regression analysis to show that there is no significant relationship between crime and the banned refugees, leading to the assertion that the executive order ban will not lead to a safer United States.

Kyrie Kowalik  
University of Massachusetts Lowell

## **Discrimination within Inner Circle: Review on Asian American Literatures**

Much effort has put into combating racial discrimination in the academic arena. Given their endeavors, academia should be prejudice free or at least noticing their own biases. This paper demonstrates although their relentless effort, academia can be blindsided by their dispositional preferences. More specifically, there is a disproportional scholarly effort to understand individual groups which may suggest inherent discrimination. Using a systematic search strategy on APA PsycNET, we found that there is large discrepancy of studies on Chinese (82.22%) compare to Filipino (14.22%) even though they are the two largest subgroups in Asians in America. Moreover, Index of Qualitative Variation (IQV) suggests that there are differences in terms of diversity in topics within the two subgroups.

Gary Kwok  
Adelphi University

## **The Disenfranchisement of White Hegemony: Confronting Racial Disparities in Higher Education**

The literature presents ample evidence to reflect the disparity of people of color as overrepresented in the criminal justice system, and largely underrepresented in higher education. This paper investigates the impact of white hegemonic narratives that inform policies within both these systems. Data will be examined on how people of color are funneled toward and treated in the justice system, as a result of dominant narratives. This will be compared to in-depth, qualitative interviews, conducted with students of color on a predominantly white college campus, to assess the impact of those same underlying ideologies on their educational experience. These findings will provide insight into how narratives are manufactured and offer concrete methods for how we can begin to deconstruct them.

Claudia Lent  
Boston University School of Social Work

Addrain Conyers  
Marist College

## **Racial Disparities in the Philadelphia Police Department's Stop-and-Frisk Program**

The majority of urban police departments use some form of stop-and-frisk to conduct field interrogations of city residents. The majority of departments have also been accused of using stop-and-frisk to target non-white citizens. Empirical studies have confirmed the discriminatory implementation of stop-and-frisk in some cities. This presentation examines racial disparities stemming from the Philadelphia Police Department's stop-and-frisk program. In an analysis of approximately 600,000 pedestrian stops, the impact of individual and district level characteristics on the likelihood of being frisked, searched, and arrested are examined.

Philip Levchak  
University of Hartford

Charisse C. Levchak  
Central Connecticut State University

## **Misbereavement of the Racialized Black Male: Unmasking Black Male Grief Reaction to Loss and Racialization**

This presentation is based on a qualitative research study conducted with Black identified men exploring various grief reactions. The research utilized an exploratory research design. The presentation provides an overview of the theories of grief in addition to the external social constructs and familial factors that influence the grief and loss reactions among Black Men. The study examined how Black men respond to loss. It explores how race, culture and gender roles impact the grieving process for Black men. Black men (n=76) ranging in age from 18 years to 65 years old were used for this research study. Participants were surveyed to determine their common reactions to loss. Findings suggested that Black men respond to loss with acceptance or isolation.

Allen Lipscomb  
California State University Northridge Department of Social Work

## **Race and culture in criminal justice studies: A framework for social justice scholarship with Latinx**

Black and Latinx populations are imprisoned at higher rates than non-Latinx Whites, across all age and gender lines. Counselors and psychologists who work in the criminal justice system are in a unique position to rehabilitate but to also inform culturally responsive, relevant and congruent treatment. Given the limited knowledge base regarding culturally responsive scholarship in the specialty fields of forensic or correctional psychology, this paper presents findings from a content analysis of clinical-forensic psychology related journals, with a focus on Latinx communities. A framework and recommendations on specific methods to increase culturally responsive research publications, and for better policies toward social justice scholarship in the criminal justice system, will be provided.

Silvia Mazzula  
John Jay College

## **Patterns of Violent Victimization for Young Black Men in a Midwestern State**

Information about the violent victimization experiences of young Black men ages 18 to 24 is lacking. Participants were Black males ages 18 to 24 (n=108) residing in urban, suburban and rural areas in a Midwestern state. They were recruited primarily in the community and completed structured screening interviews designed to assess victimization by violence. Results indicated wide ranging experiences; the majority reported a history of physical assault, school violence, and gang violence and large percentages reported histories of police brutality and hate crimes due to race. The knowledge gained can provide an increased understanding of the types of violence experienced by young Black men and encourage an expansion of ideas during the creation and implementation of effective interventions.

Henrika McCoy  
University of Illinois at Chicago

## **Rethinking the School-to-Prison Pipeline: Race, Education, and the Continuous Staircase**

This presentation reimagines the concept of the “School-to-Prison Pipeline” (STPP) by calling into question the model of a pipeline linking two different institutions: school and prison. We question the idea that students are moved from one institution to another, as the model suggests. Our collective work demonstrates that schools and prisons share more similarities for students of color than is captured by the notion of a STPP. We theorize a new model, a continuous staircase, which accounts for the racialized school experiences for students of color and explains why current interventions aren’t working. Finally, we propose a racial literacy perspective as a tool for sustainable change and resistance against the criminalization of students of color.

Kelsey M. Jones  
Jason Javier-Watson  
Racial Empowerment Collaborative / University of Pennsylvania

## **Dark Triad Traits and Racial Identity as Predictors of Criminal Sentencing**

This study evaluates the relationships between the Dark Triad personality traits and racial identity statuses and judgments made by research participants as to the appropriate sentencing of a criminal offender. The study also evaluates the impact of education regarding the impact of incarceration on the offender and the public upon sentencing judgments and the interaction between the aforementioned traits and the impact of education. Dark Triad traits are expected to be related to harsher sentencing, despite education being presented. The literature on racial identity and sentencing is less developed, but it appears likely that preencounter individuals may be prone to offering harsher sentencing and may be less likely to be moved by education.

Ariana Mitchell  
Jessica Duncan  
University of South Alabama

## **Community-Based Resilience amid Post-Election Traumas: Experiences and Strategies to Stay in the Struggle for Diversity, Equity and Social Justice**

After beginning with a setting of context, agreements for learning and essential components for workshop and potentially difficult dialogues, the presenters will each share their rich diverse cultural backgrounds followed by actual experiences where they have been extremely challenged post-election results. They will also present situations of value clashes of social differences in among co-workers and the various ways that these clashes are reflected in personal and professional communities. This contextualizing of our work and interest in this difficult yet essential conversation will set the stage for difficult dialogues to follow. Disturbing events pre- and post- Presidential elections in the U.S. clearly demonstrate that racism, heterosexism, power inequities, discrimination and social injustices are far from being over. The vitriolic and racist comments attributed to different individuals created a great stir all across media outlets and public conversations. Blatant offensive comments and decisions may be used to illustrate the intersection between diversity, discrimination and clinical practice. During this workshop we can potentially explore the impact of the reactions and coverage of such events, its victims, and its perpetrators with special attention given to how preexisting discrimination may manifest during times of trauma or distress. Attention will be especially paid to the impact on us as professionals representing marginalized ethnic and racial communities. Example personal and professional narratives from the presenters (and potentially from the audience) that have challenged them in “difficult dialogues” from events surrounding the elections yet informed them personally and professionally will be used for reflection, deconstruction and roundtable discussion dynamically engaging the audience. As a demonstration of experiential learning, participants may be guided in difficult dialogues themselves. This will be followed by shared potential recommendations on ways to address discrimination including racial or ethnic from our varied social locations including our stages of development. The resulting workshop discussion will also address ways to introduce and sustain discussion around emotionally charged issues: i.e. strategies to have healthy difficult dialogues. For example: all participants may be dynamically engaged in paired and small group discussions followed by larger group facilitated dialogue. Brief descriptions of problem-solving strategies utilized successfully in negotiating similar difficult interactions may be provided. A summation of related concepts in moving towards social justice and equity will be provided at the close of the discussion and this difficult dialogue session. Resources will be provided and requested for archiving among participants.

Matthew Mock  
Robbin Rasbury  
John F. Kennedy University

## **Social Intervention Programs Address Better Public Safety Outcomes When They Target Circumstances That Contribute to Criminal Behavior and Are Better Than Expanded Incarceration**

Repeat encounters with Criminal Justice System (CJS) lead to harsher punishments, sometimes for minor offenses. In their 2004 studies, Akers & Sellers found that “differential reinforcement” precipitates the decision to refrain from or continue with criminal lifestyle, sometimes throughout a lifespan...Study show there is a national decline in prison population due largely to improved States legislatures on sentencing laws; they are being reformed to reduce incarceration of certain offenses...While closing correctional facilities opens up assess to prospects of reduced incarceration rates which in turn addresses the imbalance in the approach to public safety, it evidently leverage public resources for strategies for combating crime

and ultimately brings about crime reduction. These evidence-based practices which include strengthening early childhood education, providing an alternative to juvenile incarceration and community investment have been found to impact crime reduction throughout lifespan.

Edith Okupa  
Restoration Project International

### **LGBTQQ and GNC Youth, the Juvenile Justice System, and Identity**

Research suggests that LGBTQQI youth represent about 20% of youth in juvenile justice secure facilities and approximately 15% of all youth in the juvenile justice system, whereas these individuals only represent about 5-9% of the general youth population (Cray, Miller, & Durso, 2013; Hunt and Moodie–Mills 2012; Majd, Marksamer, and Reyes, 2009). This disproportionate representation is further illuminated by the fact that 40% of females in juvenile facilities identify as LGBTQQI/GNC and that 85% of the LGBT and GNC youth are of color (Irvine, 2015). This structured discussion will examine how sexual minority youth are funneled into the system, and the impact this has on the juvenile justice system and their identity development.

Cassandra Page  
Emily Covais  
Regent University

Aryssa Washington  
Lincoln Hills/Copper Lake School

### **Starting with Strengths: Creating Positive Pathways for Urban Minority Youth**

Youth from Hunts Point, New York face significant challenges to their healthy development and academic achievement. Crime rates are high, over half of all children live in poverty, and only one-third of students graduate from Hunts Point high schools (Citizens Committee for Children of New York, 2016). This discussion's purpose is to describe the collaboration, programming, and assessment work of the Hunts Point Alliance for Children (HPAC) and its university partner, Fordham University's Graduate School of Education. The discussion will highlight the variety of HPAC programs that provide positive development pathways for youth and will also describe the various strength-based assessments used within the organization and throughout the alliance.

Jennie Park-Taylor  
Lauren Ann Sonnabend  
Fordham University

Griselle Baret  
Jill Roche  
Hunts Point Alliance for Children

## **School Strictness and Disproportionate Minority Contact: Investigating Racial and Ethnic Disparities with the “School-to-Prison Pipeline”**

Stricter school discipline practices and disproportionate minority contact for minority youth are relatively more prevalent in urban areas. What remains unknown, however, is the relationship between race/ethnicity, school discipline practices, and juvenile justice referrals across urban, rural, and suburban schools. Therefore, this study draws from the Texas Education Agency’s (TEA) Public Education Information Management System (PEIMS) to investigate the relationship between school discipline practices and juvenile justice contact with a focus on racial/ethnic disparities in urban, rural, and suburban schools. Findings indicate that both stringent and lenient school discipline practices have effects on juvenile justice.

Anthony Peguero  
Virginia Tech

## **Visible Minorities and Immigrants: The Socialization of Disgust, Dehumanization and Criminalization**

National political dialogues about the Black Lives Matter movement and the dehumanization and criminalization of people of Color are fomented by the perception that the essence of American identity is at risk of becoming diluted or polluted by the browning of America (Brown, 2013). This program links fear-based xenophobia (Veer et al., 2013), disgust responses (Green et al., 2010), and ethnic nationalism (Vejar, 2015), to illustrate the process by which people of Color and immigrants in the United States are criminalized and dehumanized; exploring a pervasive life-long socialization process that influences severe punishments and inhumane treatment (Park, 2013). Participants are tasked with contextualizing the nature of criminalization within macro-level systems through the use of discussion, case studies and personal reflection.

Noelany Pelc  
Seton Hall University

## **Different Standpoints: Teaching Gender by Acknowledging Social Locations**

Our paper (structured discussion) is centered on our joint efforts of teaching a doctoral seminar on gender at Seton Hall University. In creating the class, we committed strongly to Feminist and Narrative, methods, with the goal of using the class as a laboratory to inform future work focused on intersections of identity. Jointly, were we are committed to exploring the ways in which intersecting identities, as well as social, political, cultural, and psychological locations, continue to shape and reshape the varying contexts of complex lives (Richardson, 2012).

Noelany Pelc  
Matthew Graziano  
Seton Hall University

## **Racial conflicts and the Brazilian Law: a contribution of the Whiteness Theory**

Although the racism phenomena and its consequences have been part of our society for a long time, the evidence of the importance of the consideration of this phenomena by law is still very new. The judicial decisions related to racist demands are very controversial. For this research, the elements of whiteness theory in the psychological field are considered as a contribution to the work of the professionals of law in giving an interpretation about the racial conflicts trials, according to the legalization propose. We selected 31 lawsuits, between the 2004 to 2014, and elaborated special categories for the document analyses. The focus was the arguments that acquit or convict in judicial tribunals debate, and discuss this criteriums based on white identity.

Maria Leticia Publisi Munhoz  
University of Sao Paulo

## **Mayor's Initiative for Reentry Affairs**

Convicted persons, particularly in communities of color are significantly more likely to have rearrests, recommitted to custody, and/or recidivate within the first 3 years of release from custody. We examined the effectiveness of using an evidence-based bio-psych-social factors to contribute to recidivism. Together, these findings suggest that individuals are under-insured, under-employed, have at least high school education or GED but lack post-secondary education and do not have adequate housing. Thus, posing a hazard to public safety and other social determinate factors that are key to a good quality of life. Keywords: recidivism, convicted persons, public health, employment.

Louis Reed  
Maritza Bond  
City of Bridgeport

## **Psychology and Counseling Graduate Students with Previous Felonies and Misdemeanors Reportable to Licensing Boards**

For psychology and counseling graduate students of color, particularly Latina/o and Black students, a prior misdemeanor or felony may result from well-documented policing practices that disproportionately affect minority youth and young adults. Students applying to psychology training programs are often ill-informed about whether and how to discuss prior violations. Once training programs become aware of a student's legal situation, specific training issues emerge. Students report deeply felt shame and reluctance to reveal past violations, and fear of being judged or missing out on professional opportunities as a result of providing information about past legal violations. Literature reviewed, survey results, and future research directions are discussed.

Laura Rodriguez  
Y. Evie Garcia  
Northern Arizona University

## **Predominantly White Institution as an Extension of the Criminal Justice System: Policing Black Men's Bodies through Invisibility & Hypervisibility**

Black male bodies and minds are subjected to various forms of policing and oppression in the United States (Alexander, 2011). Predominately white institutions (PWI) of higher education is one context in which Black men find their physical and socioemotional expression policed (Smith, Mustaffa, Jones, Curry, Allen, 2016). Such policing restrict Black males' modes of embodying their Blackness of PWI campuses and negatively influences their socioemotional experiences (Smith, Hung, Franklin, 2011). In this way, PWIs become extensions of the criminal justice system. This presentation will synthesize scholarly data from the criminal justice and psychological science disciplines to 1) provide an overview of statistics related to Black men's policing experiences on PWI campuses, 2) explore the psychological ramifications of policing, and 3) provide recommendations for preventing and treating those psychological problems.

Steven Smith, Jr.  
Nely Montina  
Jonathan Lassiter  
Muhlenberg College

## **Paying your debt to society, plus interest: Legal cynicism among people of color with criminal justice debt**

The imposition of fines, fees, and other forms of monetary penalties has become a ubiquitous feature of criminal sentencing in the United States. Grounded in a legal cynicism framework, this qualitative, interview-based study examines the experience and impact of legal debt among people of color. The analysis revealed three key dimensions of the relationship between criminal justice debt and debtors' perceptions of and interactions with the system – (1) malign neglect and misinformation, (2) exploitation and dehumanization, and (3) behavioral and attitudinal responses. Given that the original intent of monetary sanctions was to avoid the harms of incarceration, our findings about the harms of legal debt have myriad implications for the policy and practice of this pervasive form of punishment.

Kimberly Spencer Suarez  
Columbia School of Social Work

## **Shifting Focus: Community Violence, Trauma and Youth Externalizing Behaviors**

Shifting Focus: Community Violence, Trauma and Youth Externalizing Behaviors The externalizing behaviors of low-income, ethnic minority youth often have been conceptualized as behavioral disorders, resulting in the criminalization of such behaviors. As such, minority youth are disproportionately represented in school-based disciplinary actions (e.g., zero-tolerance policies) and the juvenile justice system, contributing to the school-to-prison pipeline. For youth exposed to community violence, externalizing behaviors might best be re-conceptualized and treated as traumatic responses and/or as adaptive methods of coping with CVE, perhaps requiring trauma-informed clinical and school-based interventions to alleviate youth distress, enhance treatment effectiveness, and address ethnic disparities in discipline and juvenile

detention. Keywords: Community violence, posttraumatic stress, externalizing behaviors, delinquency, trauma-informed interventions.

Sheree Tarver  
Diana Fomoso  
Carolina Barbeito  
Renata Schloss  
Nova Southeastern University

### **The development of the BARS (beliefs about race scale) and its application in the age of mass incarceration**

This paper describes the development and psychometric support for a multidimensional scale of essentialist beliefs about race (BARS). Items for the BARS were developed by the author and aimed to assess four qualitatively derived essentialist beliefs about race including: speciation, genotypic essentialism, phenotypic essentialism, and behavioral essentialism. Participants included 192 participants assigned for exploratory factor analyses (EFA) and 300 participants assigned for confirmatory factor analyses (CFA). Analyses supported a four-factor model. Potential applications of the BARS for understanding the system of mass incarceration are discussed including the potential role of the BARS for understanding discriminatory targeting and profiling by the police, discriminatory sentencing by judges and juries, and the endorsement of system-justifying beliefs by the public.

John Tawa  
Mount Holyoke College

### **One song teaching issues of race, identity, culture and policing**

Recent movement of Black Lives Matter and numerous police shootings of Black men, have brought race, identity and policing to the American forefront yet again. Schools and teachers have a role preparing their students to deal with such matters. Using pedagogy of song, this presentation illustrates how this can be done effectively. The use of popular song as a pedagogical tool, with its power to engage, has largely been ignored by most educators and education planners. Yet research continues to show that young people are more engaged with their music than with virtually any other activity. The study draws from the work of Bresler (2005), Kelly (2012), Dieser (2014) to illustrate how pedagogy of song increases the student's curiosity to learn.

Jin Thindal  
Simon Fraser University

## **The Impact of Race and Mental Health on State Hospital Representation**

This structured discussion will explore findings and themes related to the possible overrepresentation of black male not guilty by reason of insanity (NGRI) offenders in the Mid-Atlantic state hospital system. Current literature will be reviewed regarding trends between race and the NGRI system. Additionally, research gaps that exist will be explored. Further, experiences of one state hospital will be discussed and related to regional and national trends, as well as race, criminal justice involvement, and mental health status. Presenters will focus on providing understanding to the demographic data while facilitating insight into the potential demographic factors that may cause overrepresentation, or overly punitive time spent, in the hospital compared to other demographic groups.

Kathleen Trotta  
Cassandra Page  
Catherine Hanigan  
Emily Covais  
Regent University

## **Exclusionary Discipline Practices and Teacher Perceptions in Elementary and Secondary Schools**

Many years of research have affirmed disproportionate discipline rates, how teachers may influence this statistic, and recommendations on culturally responsive practices, yet there remains a tremendous research-to-practice gap. A literature search was conducted using key terms (i.e. disproportionate discipline, secondary, elementary, and teacher's perception). Based on the search results, a compilation of recommendations based on the literature provides dialogue prompts about the differences in disciplinary practices and teacher perceptions at the elementary vs. secondary school levels. Suggestions for community members, school personnel, stakeholders, and researchers will be discussed.

Whitney Walker  
Marlana Mueller  
UMASS Boston

## **Structuring a Self-Regulated Juvenile Justice System to Treat Youth Offenders**

Many of the youth within the juvenile justice system suffer from significant mental health disorders, including early-childhood trauma, which exacerbates existing limitations within the juvenile justice system. Research suggests that the juvenile justice system, especially juvenile correction facilities that house youth for longer periods of time, are exacerbated, stressed, and even traumatized by youth behaviors. Ford and Blaustein (2013) proposed that reforming the juvenile justice system requires a self-regulatory, trauma-informed perspective on youth offenders, staff, and administrators. The following program expands upon the self-regulatory framework proposed by Ford and Blaustein (2013) to better understand the problems

endemic to the juvenile justice system. Additionally, the presentation addresses methods for incorporating trauma-informed and systemically-oriented reforms into the juvenile justice system.

Aryssa Washington

Lincoln Hills/Copper Lake School – Wisconsin Dept. of Corrections

### **Fostering Resilience in Children and Families Impacted by Incarceration: Implications for Practice**

The US remains at the pinnacle of having the highest rate of incarceration in the world. Individuals of color, specifically Black males, comprise a disproportionate representation in correctional settings or under mandatory community supervision (i.e. probation or parole). Given their disproportionate representation in the criminal justice system, both on entry and in recidivism, it seems imperative to glean knowledge from those who have had experiences within this system and from those impacted from the outside. This lens should also be considered as their children and families are engaged.

Wendy Champagne Williams

Bridgewater State University

### **Relative versus Absolute Justice: Strategies for Criminal Justice Reform in the Age of Trump**

How might criminal justice reform occur, if at all, in the age of Trump? In this paper, we argue that success is more likely if reform is focused on lowering absolute rates of stops, arrests, prosecutions, and incarceration rather than reform based efforts targeted on racial differentials. Furthermore if successful, such efforts would substantially, maybe even massively, reduce the number of minorities, particularly young black men, affected negatively by the criminal justice system. Happy to present in whatever format you think is appropriate other than a poster session. We already have a draft of a paper which we attach. The paper will be massively revised this summer. We may also break the paper in two, with the second paper focusing on the massive differences across cities in the rates of fatal police shootings.

Christopher Winship

Hanna Katz

Harvard University

# WORKSHOPS

## **Assessments are the Pipe for School-to-Prison Pipeline**

This session is a collaborative process of naming & sharing our collective history in order to engage with students of color and foster each student's brilliance. Participants will explore how to critically shift our perceptions in a culturally competent manner around skills that are needed for students to be successful in the 21st Century. After analysis of the tool's implementation in Boston's urban classrooms, we will observe how the school-to-prison pipeline can be obstructed by the replacement of an assessment that empowers and motivates students of color.

JuanCarlos Arauz  
E3: Education, Excellence and Equity

## **Ubuntu Community Counseling Anti-Recidivism Project: A Transformative Educational Pipeline to Counseling-Related Professions**

The number of men and women of color stuck in the revolving door to prison with substance abuse and mental health issues continues to explode beyond capacity. These men and women are disproportionately African American and Latino and results in serious collateral damage to their children, families and communities. This session will share preliminary findings from a mixed-methods study of the 10-week Ubuntu Community Counseling Anti-Recidivism Project, an integrative multicultural community counseling intervention in the Southwestern U.S. designed to support formerly incarcerated participants interested in pursuing higher education careers in counseling-related professions. The session will provide an overview of the need for counselors competent to respond to the needs of individuals and communities impacted by criminalization and incarceration. It will also discuss the challenges that formerly incarcerated people face in higher education, barriers they face in finding employment in mental health professions; as well as strategies to overcome these challenges and barriers.

Nola Butler-Byrd  
Michelle Rowe-Odom  
Jazzalyn Livingston  
San Diego State University

## **Community Wise Fishbowl: Empowering Women with Histories of Substance Use Disorders and Incarceration**

Women residing in marginalized, low-income, and predominantly African American communities ("distressed AA communities") are more likely to experience harsher consequences of drug use in the form of higher rates of incarceration, HIV, and hepatitis C infection. This workshop will consist of a fishbowl demonstration of an innovative intervention informed by critical consciousness theory and developed using

Community Based Participatory Research Principles to empower women with histories of substance use disorders and incarceration to improve the health of their communities in Newark, NJ.

Alexis Jemal  
Hunter College

Teri Lassiter  
Rutgers University

Lisa Gaskins  
Christina Inyang  
Roberta Gaban Monteiro,  
Integrity House

### **Critique of Law Enforcement Experiential Training Modules for Managing Situations Involving Persons in Emotional Distress**

On the part of law enforcement, misconceptions regarding levels of dangerousness, bias, and stigma about the mentally ill can and have contributed to decisions that can escalate to the use of deadly force. The threat to everyone's safety and well-being should be of concern, and it stands to reason that the use of appropriate management techniques during emotional disturbance encounters would not only promote the safety of first responders and the general public, but would also decrease the likelihood of officers making inappropriate arrests of persons who actually require mental health treatment. A crucial yet overlooked aspect of response calls is law enforcement levels of cultural competence. Citations, arrests, and even use of force are often directly influenced by law enforcement response to a suspect's race, perceived socioeconomic status, and demeanor (Engel et al., 2000; Lundman & Kaufman, 2003; Novak et al., 2011). Frank and Brown's 2006 study found that the race of the officer--not just the race of the suspect-- can influence a decision to arrest. Expanding training to consider cultural influences would help officers to better understand their own biases and how these affect their decision making, as well as provide additional modalities for interpreting suspects' characteristics, demeanor, and behaviors in an informed and equitable manner. It is believed that involving psychologists in the training of such techniques would improve law enforcement professionals' abilities to appropriately identify behaviors of emotional disturbance so as not to inaccurately deem someone dangerous and/or criminalize their behaviors.

Erica King-Toler  
John Jay College, CUNY

### **Progression and Regression of Racism in Higher Education: What's Our Role?**

In this interactive and dynamic workshop, the presenters will address historical trauma and draw parallels between today's social-political climate. This is especially salient due to the presidential election, and its impact on students of color experiencing racism in predominantly white institutions. It is evident that racism greatly impacts students of color; in the form of microaggressions, misogyny, bias, prejudice, and discrimination. The effects of race-based trauma (Carter, et al., 2017) will vary depending on an individual's

understanding of one's identity. There can be a reactivation of the trauma that leads to an uneasiness and hypervigilance experienced by the individual. These incidents are typically masked by societal beliefs that we have progressed from the overt methods of racism practiced in history.

Robbin Rasbury  
Kimya Behrouzian  
Krystal Smith  
John F. Kennedy University

### **Skills and Strategies for Unpacking “Isms” in Criminal Justice Practice**

As professionals, we often struggle with how to support and challenge ourselves and our colleagues to talk about race, class, sexual orientation and other intersecting identities. We are often stuck with how to process conversations that inevitably linger in the air when it comes to helping people understand power, privilege and internalized dominance. Providing culturally competent skills is critical in criminal justice based practice and helping practitioners have these difficult conversations will be beneficial to communities served. We need to purposefully create spaces that offer opportunities for practicing these dialogues from an antioppressive lens which encompasses self-awareness, power and privilege dialogues and a structural analysis of oppression.

Ovita Williams  
Columbia University School of Social Work

### **Community Grassroots & Participatory Action: Exploring the Youth Experience through Digital Media**

This workshop aims to share insights and first-hand experiences related to a community-based grassroots effort to empower urban youth of color, which centers around resilience and coping skills to resist the school-to-prison pipeline. We will feature voices from the youth of color themselves, and from multiple community members including teachers, counselors, grassroots organizers, researchers, and psychologists. Together we will share our learning and challenges related to originating and shaping this grassroots collaboration. We will also demonstrate how to apply the methods of critical PAR to explore and foreground adolescent experiences and voices through digital tools, as well as channel the generated synergy back to amplify sustainable changes in the community.

Sedale Williams  
Chad Rumble  
James Lightfoot III  
Brothers United to Inspire Lifestyle Development (B.U.I.L.D.)

# **STRUCTURED DISCUSSIONS**

## **Race and the Criminal Justice Response to Commercial Sexual Exploitation of Children**

Commercial sexual exploitation and sex trafficking (CSE/ST) of children is a serious problem in the US, affecting as many as 21,000 youth each year. Many state laws criminalize exploited youth, many of whom are from economically disadvantaged and racial/ethnic backgrounds. Little discussion has critically examined how the criminal justice response to CSE/ST contributes to racialized policing practices and overrepresentation of racial minority trafficking victims in the justice system. This discussion aims to (1) engage attendees in examining the criminal justice response to CSE/ST from a racial justice perspective, and to (2) identify programmatic and policy approaches to understand and address the public health consequences of CSE/ST.

Mekeila Cook  
Meharry Medical College

Phuong Thao D. Le  
New York University

## **Bringing Social Justice-Based Practices to Clinical Work with Incarcerated Youth of Color**

This structured discussion invites participants to examine how the training of psychology perpetuates practices and attitudes counterproductive to social justice. An alternative model, anchored in social justice-based practices, is presented for participants to explore and include in the clinical training of psychology students working with incarcerated youth of color. The aim of the discussion is to generate ideas for training, supervision and clinical practice of trainees working with incarcerated youth of color in the juvenile justice setting. Examples of social justice-based transformative practices including expressive art interventions will be discussed and participants are invited to share their own experiences using transformative practices in order to expand the framework.

Alejandrina Estrada  
Hannah da Cruz  
John F. Kennedy University

## **Psychological Survival amid Tumultuous Times: Challenges to Social, Community and Cultural Identities through the Lens of Asians/Asian Americans**

The presence and significant contributions of diverse populations including Asian and Asian American (AAA) and Asian international communities in the U.S. are undeniable. However the 2016 elections and national events promote stereotypes of our AAA communities as threats, robbers of jobs, the model minority and perpetual foreigners. Nationally there has been a rise in discrimination, racism, violence, micro-aggressions and dehumanization for all historically marginalized groups including AAAs and those

identified as “outsiders” or “foreigner threats.” Our Asian and AAA history is multilayered and complex given the numerous groups represented. There is much to celebrate. While similarities contribute to a sense of community, there are also differences and even contrasting experiences that must be appreciated. Reflecting on our intra-ethnic commonalities as well as differences provides richness for dialogues and healthy debates. This structured discussion will first present rich perspectives by psychologists representing academic, clinical, research and community vantage points. This will be followed by thoughtful questions for reflective discussion. Specific examples of the Asian experience in current times will be presented along with research findings and culturally responsive clinical interventions. Particular attention will be focused on AAA young adults. Some reflective questions for discussion might be: What are some central experiences past and present that impact AAA identities in past and current contexts? What are the similarities as well as contrasting experiences among contemporary communities? In what ways might we celebrate our community successes across the country yet at the same time increase awareness of continuing concerns in troubling political times? Have the depictions, portrayals and depictions of AAA individuals, family and community politically changed how we think of ourselves? As in larger society as a whole, what are the statuses of AAA growing edges around race, culture, ethnicity, nationality, class, gender, sexual orientation, spirituality, immigration standing, abilities and other complexities of diversity? How does an increased conservative agenda shaped by Republican leadership impact individuals, families and communities of AAA descent? Asian American, Asian Pacific Islander, and International Students frequently face unique challenges due to their unique personal social-cultural stressors. As a specific example one might focus on understanding the Chinese female acculturation experience in the U.S. What does research tell us about how perceived stereotypes and culture shock change or shape definitions of womanhood and gender roles? Another example might be Asian international students due to their unique personal social-cultural stressors living in the U.S. Some may be foreign born, first generation college students and the only one that attends college.

Matthew Mock  
John F. Kennedy University

Qingyi Yu  
State University at Oneonta

### **Shifting from Criminalization to Prevention in Schools: A Case Study**

A case study and thematic analysis of the perceptions and attitudes of teachers and administrators regarding student behavior will be presented. We will discuss the implications of the criminalization of student behavior in schools. Recommendations for targeted prevention efforts in schools at the elementary level will be discussed.

Marlana Mueller  
Lisa M. Gonsalves  
University of Massachusetts Boston

## **It Takes a Village: The Development of Prosocial Skills in Youth**

The same way that we intentionally teach academic skills to children, we must also strategically support the development of pro-social skills. Many students enter the school doors focused on matters that do not pertain to academics. It is important for professionals to work more effectively with the whole child. The focus of the discussion will be programs within the school setting and community-based programs that emphasize the development of pro-social skills. This discussion will be led by psychologists and doctoral students who have had professional experience working with youth and families in school and community settings.

Kristin O'Donnell  
Deborah Healy  
Alexandra Reustle  
Nyla Harris  
Our Lady of the Lake University

## **Political Invisibility: The silencing of Black women in America**

Despite high voter participation in the last two national elections, it can be reasonably argued that Black women experience socioeconomic and political inequality. So why are Black women so invisible in this political world? I argue that due to their multiple subordinate-group identity, Black women live in the intersection between these two stereotyped groups, and as a result, often fall between the cracks (Burkley, 2010; Seske & Biernat, 2010). This presentation intends to examine the factors that continue to perpetuate this socio-political alienation, and explore how the neglected voices and narratives of Black women on both sides of the political aisle might affect them in the future.

Leanne Price  
Springfield College

## **Prison Rape, Communities of Color, and Disproportionate Impacts**

The Boston Area Rape Crisis Center has worked with sexual violence survivors for over 40 years, and since 2014, has served as the prison rape elimination act project vendor for the Massachusetts Department of Correction as well as two local sheriffs' offices/departments. Research from Georgetown University School of Law indicates that sexual violence survivors from communities of color often have their trauma coping mechanisms criminalized, resulting in being pushed into jail and prison. Once involved in the system, traumatized prisoners rarely have access to supportive, trauma-informed services. This workshop will use a combination of presentation, case study, and group discussion to examine the stages that push survivors of color towards criminalization and away from services and support.

Dave Rini  
Boston Area Rape Crisis Center

## **Criminalization of Native Americans and Peaceful Protests**

Native Americans have been drastically impacted by colonization, mandated relocation, and assimilation. This unfair treatment has perpetuated a cycle of criminality that has culminated with Native Americans being 2.4 times more likely than Caucasians to be involved with the criminal justice system (Greenfeld, L. & Smith, S., 1999). Alcohol dependency and substance abuse arrests within this population have also increased (Preston, 2009). Coupled with the recent reactions of law enforcement to the peaceful protests at Standing Rock, the criminalization of this population warrants discussion. Following a brief literature review, presenters will facilitate an open dialogue regarding how to address the negative perceptions of Native Americans due to colonization and police response from both a Native and non-Native American perspective.

Kathleen Trotta  
Cassandra Page  
Catherine Hanigan  
Regent University

## **Establishing a Conversation on Diversity: When Cultures Collide**

The disproportionate minority representation in juvenile secure-care facilities necessitates conversations of diversity with all personnel working within these institutions. Due the level of diversity between the youth and staff, a juvenile secure-care facility in rural Wisconsin is working toward establishing a platform to discuss the impact of diversity variables as part of its new employee training. Experiences expressed by both youth and staff made evident a blindness to the impact of these interacting differences. The goal of this presentation is to describe the process of implementation, specific considerations made, and reactions to talking about diversity in such a setting. We hope to garner feedback and input with regards to similar training.

Aryssa Washington  
Cassandra Jennings  
Wisconsin Dept. of Corrections - Lincoln Hills/Copper Lake School

# SYMPOSIA

## **The Criminalization of Race, Poverty and Adolescence**

The Symposium on the Criminalization of Race, Poverty and Adolescence will push the discussion of the disproportionate impact of race and poverty in our justice system by focusing on the unique risks for adolescents. Presenters will use data, case studies, statutes and case law to discuss the problem, and model laws and practices to suggest reforms. The four presenters provide a range of experience from police work, trial practice, appellate practice and policy reform. School discipline, truancy, foster care, youth homelessness and other challenges unique to adolescents will be examined for their role in criminalizing youth. Model reforms that have been successfully adopted that minimize trauma for the youth while maintaining public safety will be discussed.

Susan Mangold  
Marsha Levick  
Juvenile Law Center

Kevin Bethel  
Drexel University

Dehlia Umunna  
Harvard Law School

## **Schools, Courts and Communities: Restorative Justice, Disrupter of the School to Prison Pipeline**

The plenary will identify current education and juvenile justice system challenges, address the ways in which strategic partnerships between families, courts, schools, and community stakeholders can create systems of support and accountability for school children and juvenile justice involved young people, and interrogate the ways in which restorative justice can be used as a tool in this process. The forum will discuss select restorative justice models as effective alternatives to punitive justice models, and hope to dissect strengths and weaknesses of those models as viable alternatives in educational settings and at various points in juvenile court proceedings. We will address racial disparities in the juvenile justice system, mental health issues, school disciplinary practices, holistic supports for young people, and community-based justice solutions.

Susan Maze-Rothstein  
Northeastern University School of Law

Carolyn Boyes Watson  
Suffolk University

Hon. Jay Blitzman  
Middlesex County Juvenile Court

Mariam Levy  
Our Restorative Justice

# POSTERS

## **Qualitative Strategies to Dismantle Implicit Biases in Medical Education**

Health disparities research traditionally identifies socioeconomic determinants as the primary factor leading to differential individual and societal outcomes. However, new research suggests that health care provider bias plays a more consequential role in exacerbating mental and physical health disparities, setting up a trajectory for increased risk of criminalization. Our presentation will discuss the qualitative measures used to analyze the effectiveness of de-biasing tools taught to medical students that can transform hard-wired stereotypes into conscious recognition of biases. Medical students interacted with African-American youth at different community sites, and gained an understanding of the complexities of systems of inequity. These de-biasing tools can be applied to other disciplines in an effort to begin to dismantle the preschool to prison pipeline.

Veronica Andrews  
Kim Bullock  
Georgetown University School of Medicine

## **A Semi-structured, Process-oriented Group to Help Black Males in the School-to-Prison Pipeline**

The school-to-prison pipeline is a significant issue for Black males. It refers to the harsh treatment of students for school misconduct, which then leads to their involvement in the criminal justice system (Advancement Project, 2017). The purpose of this paper is to describe an intervention to assist Black males in the school-to-prison pipeline

Tyronn Bell  
University of Indianapolis

## **Challenges to Mental Health Care in Thailand**

Psychologists face the challenge of securing a professional role in the mental health field, and advancing in their careers in Thailand. This contrasts with the high demand for mental health workers required to meet the needs of those suffering from mental illnesses. There is a lack of sustained growth within the field of psychology in Thailand that may be due to a need for acceptance and understanding of the role of psychologists in the mental health field. Initiatives are needed in implementing training and education opportunities to expand the role of psychologists. The purpose of this poster is to provide a literature review on the challenges in the mental health care system in Thailand.

Pansom Benyasut  
Tj Leshner

Samreen Khondker  
Sabastian Del Corral Winder  
Mixalis Poulakis  
University of Indianapolis

### **An Outcomes Evaluation on the Youth Peace Ambassadors in Motion Program**

This study measured the effectiveness of a program known as the Youth Peace Ambassador in Motion (YPAM), which is an intervention that utilized a peace education approach with an emphasis on peacebuilding. The aim for this study was to answer the following question: Does the Youth Peace Ambassadors in Motion program effectively foster the development of knowledge, skills and attitude for youth to become agents of social change? The study utilized a mixed methods design to research the effects of the YPAM program. The study utilized a purposeful design method to recruit 11 participants' aged 16 to 19. After collecting data, eleven major themes were extracted from interviews with participants regarding their experience in participating in the YPAM program.

Nicole Bishop  
Nataka Moore  
Adler University

### **The effect of psychotherapist's Spanish accent within the therapeutic relationship**

Whiteness shapes how White individuals interact with people from other ethnicities and denotes a set of practices that are considered normal and unidentified. Furthermore, there is evidence that Spanish-accented speakers are more prone to be evaluated negatively than non-accented individuals. Because the primary language of Latinos is Spanish, they speak English with a marked accent. Accent prestige theory proposes that accents can be used by others to create prejudice and stereotypes towards education, trustworthiness, and social status. Through a qualitative investigation, the focus will be on how Spanish-accented English may affect the therapeutic relationship between a White client and a Hispanic therapist during first session. The study will provide new insights on how to improve the working alliance in therapy.

Sebastian Del Corral Winder  
Samreen Khondker  
TJ Lesher  
Pansorn Benyasut  
Mixalis Poulakis  
University of Indianapolis

## **Magnifying “LOUD” Black Girls: Disrupting African American Girl’s Involvement in the School to Prison Pipeline**

The School to prison pipeline refers to punitive policies and practices that contribute to the cycling of adolescents from schools into the criminal justice system. African American girls are criminalized for behaviors that are deemed disruptive, attitudinal, and defiant while their mental health needs remain unaddressed. In order to dismantle the School to prison pipeline and reduce recidivism rates, interventions and should tailor their treatments to fit the gender and ethnic identities of African American girls. To this end, this poster presents theoretical considerations for developing gender responsive frameworks and interventions that enhance this population’s mental health and emotional well-being.

Cindy Dike  
Gizelle V. Carr  
Howard University Graduate School

## **The Role of Protective Factors in Predicting Recidivism in Youth in Detention**

The present study aims to explore whether protective factors (measured by The Structured Assessment of Violence Risk in Youth – SAVRY) moderate the relationship between risk factors (measured by the SAVRY) and recidivism of youth in detention. 869 youth were administered the SAVRY in 2012. The logistic regression models and the interactions between the total risk score and total protective score were statistically significant. As a supplementary analysis, each of the six protective factors and their interactions with the total risk score were modeled. Only strong commitment to school was a significant predictor for violent and public order offenses. These results suggest that strong commitment to school should be considered in intervention planning and risk assessment for youth in detention.

Andreea Maria Dragomir-Davis  
University of Houston

## **“Mommy if there’s one of three Black Boys Incarcerated, Does that Mean Me, Jaidyn, or JJ are Going to Prison?”**

Since 1970, research has demonstrated that Black boys are disciplined in schools at a significantly higher rate than their White counterparts (The Civil Rights Project/Advancement Project, 2000; Nichols, Ludwin, & Iadicola, 1999; Raffaele Mendez & Knoff, 2003). Students who are suspended or expelled tend to drop out of school and/or become detained in a juvenile detention center (Coalition for Juvenile Justice, 2001). As school personnel, culturally competent school psychologists can assist with culture sensitive trainings for teachers on behavioral interventions for African American male students. The objective of this presentation is to address the cultural barriers of behavior that African American students may experience with teachers; while elucidating ways the school psychologist can assist African American boys in regards to their disproportionate discipline. This literature review examines the relationship of school discipline to juvenile delinquency for African American male students with recommendations for school policy.

Tierra Ellis  
Howard University

## **Culturally Diverse Students' Sense of Belonging across Disciplinary Outcomes in the Military**

This study explores the relationship between culturally diverse students' sense of belonging and the disciplinary outcome of probation. A survey derived from the 2015 Diverse Learning Environment [DLE] Core Survey (UCLA) and Goodenow's Psychological Sense of School Membership (1993) was administered to 2,906 students at the United States Air Force Academy over the course of three years. Quantitative assessments were used to find correlations between sense of belonging scores and time spent on probation. Qualitative assessments, from open-ended survey questions, were then used to gain an understanding of underlying factors that affect sense of belonging. Results showed that minorities had both lower sense of belonging scores and represented higher proportions of students on probation.

Sonia Esquivel  
United States Air Force Academy

## **Effects of Cisnormative Standards on Transgender Women**

Previous studies have suggested that a manner in which transgender individuals are judged by society and correspondingly treated, is by their ability to be perceived or "pass" as a cisgender individual. Accordingly, cisnormative beauty standards are a component from which transgender women are judged and correspondingly treated by society. It is important to identify and evaluate cisnormative beauty standards and the effects it has on the well-being of transgender women as it may influence how transgender women view themselves, their own beauty, and the legitimacy of their gender identity. The results of this inquiry may provide research and clinical professionals a foundation from which they can begin to establish social supports and resources for transgender women and foster cultural acknowledgement, representation, and celebration of transgender identities.

Delmira Monteiro  
Mixalis Poulakis  
University of Indianapolis

## **Criminal Behavior Patterns in Juvenile-Justice Youth with Autism Spectrum Disorder (ASD)**

Previous studies have found high rates of students with disabilities within the juvenile justice system. However, there has been little effort to understand patterns of criminal behaviors among youth with Autism Spectrum Disorder (ASD). The purpose of the present study was to understand criminal behavior in regard to offense type and school discipline incidents in juvenile-justice involved youth (JJY) with ASD. Cross-tabulated results showed that JJY with ASD commit significantly more status offenses. Whereas, youth not classified as ASD commit significantly more property offenses. 54.2% had at least one out-of-school suspension and 50.7% had at least one in-school suspension. Our study contributes to the literature by describing patterns of criminal behaviors and possible risk factors in school associated with offending.

Alexandra Slaughter  
Judy Hong  
University of Houston

## **Expanding Community Member Support for Ex-Offenders: An Alternative to Zero-Tolerance Policing**

Community members can play a more integral and sustaining role in offender reentry and crime prevention than traditional criminal justice systems. Given the negative impact of mass incarceration and zero-tolerance policing on communities of color (Alexander, 2012; Clear, 2009), there is an urgent need for public safety initiatives that are informed by the unique cultural perspectives and lived experiences of community members affected by crime and victimization. Given the limited research in this area, recommendations for further research are provided (Yuan, et al., 2016), in addition to ways outside researchers can attend to power dynamics around the intersections of race, ethnicity, gender, and social class when collaborating with low-income community members of color in high crime area

Christopher Thompson  
Seton Hall University

Nate Burkard  
Newark Community Street Team

## **Resilience and Thriving in Formerly Incarcerated Latino Males**

An estimated 1,800 people are released from prison every day (Prison Policy Initiative, 2017), with Latinx and Black individuals disproportionately represented in the prison system (U.S. Department of Justice, 2015). Despite the often-insurmountable challenges that formerly incarcerated individuals face (Pinard, 2006; Wang, 2014; Terry & Abrams, 2015), some have been able to successfully integrate back into society through higher education (Livingston & Miller, 2014). The present study explored the narratives of resilience and thriving in 8 self-identified Latino, formerly incarcerated men who are pursuing higher education. Individual semistructured interviews were analyzed using constructivist grounded theory (Charmaz, 2008). Emergent themes from these interviews reflecting a co-constructed meaning between participant and interviewer will be presented. Implications for practitioners, researchers, and activists as well as educators will be discussed.

Maria D. Vazquez  
University of California, Santa Barbara