CONFERENCE PROCEEDINGS

The Sixteenth Annual Diversity Challenge

Race, Culture, and Educating Our Youths: Developing People Not Widgets

October 28-29, 2016

Boston College, Chestnut Hill, Massachusetts

Diversity Challenge Committee:

Janet E. Helms, Diversity Challenge Chair

Kim Ashby

Christina Marie Douyon

Kahlil DuPerry

Kathleen Flaherty

Susan Ginivisian

Emily Joyner

Kiara Manosalvas

Stephanie Paulk

Ammy Sena

Jonathan Sepulveda

Amanda Weber

Eva Wilson

Table of Contents

Invited Speakers

JuanCarlos Arauz, Ed.D., **E3 – Education, Excellence, and Equity**

Cultural Resilience: Assessing the Brilliance of Your Students

Riché J. Daniels Barnes, M.S., Ph.D., **Endicott College**

Raising the Race: Black Career Women Redefine Marriage, Motherhood, and Community

The Buckley School, Manhattan
Catherine Grega Boucher. Psy.D, Lower School Psychologist/Learning Specialist/Chair of   Learning Resources Department/Reading Teacher;
Crystal Colon, MA, Kindergarten Lead Teacher/Kindergarten Science Teacher;
Dianne Garrett, MA, Middle and Upper School Science Teacher, Affinity/Ally Group Leader;
Katie Knuppel, MA, 2nd Grade Lead Teacher, Assistant Director of the Lower School;
Sonja Robinson, MS, Head of the Lower School/Reading Teacher – The Buckley School;
Jason Craige Harris, Director of Diversity & Inclusion – Friends Seminary, Manhattan;
D'Anne Lewis, M.S.Ed, Lower School Psychologist – Grace Church School, Manhattan

Will Perseverance and Grit Pay Off? Our School's Journey toward Change

Amy L. Cook, Ph.D., **University of Massachusetts Boston**, **Alveena Shah, YWCA Boston**

Re-Envisioning School-Family-Community Partnerships

Phillipe Copeland, Ph.D., Boston University School of Social Work

Free Our Minds: Mass Incarceration and Mental Health

Belle Liang, Ph.D., Boston College

Understanding Youth Purpose Across Contexts: The Need for Qualitative and Mixed-Methods Approaches

Gabe Weinreb, *TRAP House*

TRAP House: Recognizing Talent and Redirecting Purpose

INDIVIDUAL PRESENTATIONS

Supporting Dual Language Immersion Programs as a Step Towards Inclusive Learning

Dual Language Immersion [DLI] programs serve as an educational reform to create more bilingual and biliterate individuals in the United States. These programs encourage creativity and analytical thinking in students combating creation of unimaginative, obedient, and conforming students as widgets. Additionally, DLI programs in the two-way model, where half of the students are English speakers while the second half is proficient in a different language, work to create more inclusive environments for English Learners [ELs] while incorporating their unique cultural and lingual differences as strengths to the learning process. The Center for P-16 Research and Collaboration at Indiana University created a professional development series for Dual Language Immersion pilot schools in order to ensure implementation and sustainability of programs that combat the "widget effect" by encourage creativity and praising unique skills and talents of students.

Berenice Andaluz Ruiz
Indiana University

Reproducing the White Racial Frame: A Content Analysis of United States History Books Used on College Campuses

This study explores the narratives surrounding the founding of the United States in several of the most widely used history textbooks on college and university campuses in the United States. We employ the use of the white racial frame to analyze if these narratives are written in a way that promotes white racial framing or if the narratives provide a counter frame. The content analysis of these textbooks reveals that the titles, subheadings, and narratives of these textbooks promote white racial framing and centralize a narrative of racial progress despite little empirical evidence of said narrative. Through the promotion of pro-white subsidiary frames and anti-Indigenous subsidiary frames, these textbooks reinforce a system of racial inequality.

Thaddeus Atzmon
Stephanie Ortiz
Texas A&M University

Ethnic Identity Development and the Effects of Perceived Discrimination on Academic Achievement and Psychological Well-Being among METCO and Boston Public Schools Students

The purpose of the current study was to explore the experiences of ethnic minority college students who participated in the METCO Program compared to those who attended the Boston Public Schools. Four key findings emerged. First, the experience of ethnic discrimination in the past year was positively correlated with stress and lifetime experiences of discrimination. Second, participants who engaged in an ethnic identity search were more likely to experience stress related to discrimination. Third, there was a significant correlation between GPA and self-esteem. Fourth, there was a significant correlation between GPA and the

imposter phenomenon. Based on the qualitative data, the METCO participants reported a positive experience in METCO, however, there were several aspects that were found to be unfavorable.

Arica Austin
William James College

Dark-Skinned Girls Speak Out Against Colorism via Hashtag "UnfairandLovely": Examining Youth Activism Through the Lens of One Social Media Campaign

The purpose of this individual presentation is to chronicle youth activism and organizing via social media by conducting a conventional content analysis of the twitter hashtag, "UnfairandLovely". One hundred (100) tweets generated from the hashtag will be randomly selected for analysis with the central aim of highlighting the ways youth of color direct attention to the experiences of colorism. The significance of the work lies in expanding existing understanding of the processes through which youth are using social media to call attention to matters of prominence in their lives while at the same time gathering throngs of solidarity on a global scale to combat social injustices and racism.

Oyenike Balogun-Mwangi
Elizabeth Cook
Northeastern University

Amanda Weber
Boston College

Treating Patients from the "Cultural Humility" Perspective

Health care providers generally feel that they perform well when treating patients from diverse racial, ethnic, and cultural backgrounds. Current training, education, and discussions in the area of treating diverse populations focus on the concept of "Cultural Competence." True competency in working with diverse populations is a difficult prospect. This presentation will focus on the concept of "cultural humility" in the provision of services to diverse populations. This will be an in depth look at the differences between the core goals, values, shortcomings, and strengths of "cultural humility" versus "cultural competence." Participants will have an opportunity to formulate their own process of thought on this topic, ask questions, challenge ideas, and offer personal experience if they so choose.

Adam Bradford
VA Sierra Nevada Health Care System

Stereotype Threat: A Matter of Life and Death?

Stereotype threat is a fear of confirming negative stereotypes. This presentation looks at the dynamic between Black citizens and Law Enforcement, and examines how stereotype threat may be impacting these interactions and escalating violence. We will discuss how stereotypes permeate the perceptions of each of

these groups and fuels the escalating fear and violence that often occur. The reactions in these situations feed off of fear because neither group is able to see the humanity in the other. There are many implications for this that span issues of racism, unconscious bias and impacts the behavior and emotions of everyone involved. We will discuss community initiatives that may promote more positive and empathic engagement between Community Members and Law Enforcement.

Shenay Bridges
DePaul University

Minority Educational Inequity: A Proposed Revolution through Psychosocial Humility

Although minority student enrollment in public educational systems has increased, sharp educational inequity persists, and academic achievement continues to decline. Following a literature review and Socratic exploration of the unique challenges faced by the minority student, three methods of intervention are proposed: multiculturally centered rapport building, establishing high expectations, and creating space for community involvement and shared responsibility. It is proposed that these methods will contribute to educational reform that is less focused on the common core and more focused on the unique needs of the present-day minority student.

Courtney Brown
Susan George
Regent University

Afrocentric Identity Development and Positive Regard in the Treatment of Black Youth

The task of developing an identity and its relation to past, present, and future, are essential to the physical and psychological survival of Black children. This sense of self is often invalidated for Black children developing in a society of systems that sends counterintuitive messages of how they should dress, think, feel, and act. The conflict that results, due to the combination of invalidation and counterintuitive messages, serves to create internal confusion within Black children that assists in developing them into widgets whose identities are solely based on reference to connections outside of self. The authors contend that integrating Afrocentric, Psychoanalytic, and Motivational Interviewing principles into collaborative work with Black children in different systems will serve to create sustainable change.

Ernest Brown, Jr.
Wright State University

Implicit Bias and Transforming Perceptions: A Strategy to Improve Systems and Person-Centered Care

Healthcare disparities impact communities of color differentially, with factors comprising structural, social and personal. Research suggests care professionals influence care provisions, beginning with the doctor-patient relationship through implicit bias. Our presentation will illustrate medical student and male African-

American (AA) caregiver perceptions and how they shape interactions between the provider and AA male caregivers and their children with disabilities. Diminishing stereotypes of these caregivers held by medical students require deliberate contemplation and debiasing techniques. We aim to expose implicit student attitudes towards inclusive perceptions of individual and community realization. This work will forge supportive and mutual reflections with these significantly marginalized men to encourage better AA male involvement in health care.

GeNita Finley
Veronica Andrews
Georgetown School of Medicine

The Long-Lasting, Far-Reaching Benefits of Training Pre-Service Teachers in PAR

Participatory action research (PAR) reconceptualizes common uses of empowerment in a way that can have long-lasting and far-reaching benefits, allowing students to be educated as whole people, not "widgets." PAR argues that the expertise of everyone involved in the research process is valuable and should be honored in the production of authentic knowledge, and that this process of producing authentic knowledge in an inclusive way in fact leads to the empowerment of those involved in it. This article gives examples of how this reconceptualization of empowerment looks to teachers and feels to students, suggesting that if educators think of empowerment as making the process of producing knowledge more inclusive and democratic, they will naturally bring this mindset into their classrooms. Treating their students as co-producers of knowledge will become a critical and central aspect of their pedagogy and students will become full, valued partners in their education.

Meagan Call-Cummings
Melissa Hauber-Ozer
George Mason University

Coping Strategies Used by Black Women Living with HIV in the United States to Cope with Trauma, Racism, HIV Stigma, and Gender-related Stressors

Psychosocial factors of trauma and abuse, racial discrimination, HIV stigma, and gender-related stressors (e.g. prioritizing others' needs) have been associated with medication nonadherence and poor viral suppression for Black women living with HIV (BWLWHV). Qualitative semi-structured interviews were conducted with 30 BWLWHV in the US to obtain information on coping strategies for trauma/abuse, racial discrimination, HIV stigma, and gender-related stressors. Women commonly shared experiences of trauma/abuse, Black-related and HIV-related discrimination at the institutional and interpersonal levels, and gender -related stressors. Frequently reported coping strategies included social support, awareness [acknowledging systemic racism], assertiveness, selective/non-disclosure of HIV status, and self-prioritization. These findings may inform the development of interventions that aim to enhance adaptive coping strategies for multiple psychosocial adversities faced by BWLWHV.

Sannisha Dale
Harvard Medical School

A Literature Review of Culturally and Contextually Relevant School Discipline Practices: Linking Results to Action

Historically, US public school students from certain racial/ethnic groups (e.g., African American) have been disproportionately disciplined and excluded from the learning environment. This is cause for concern as exclusionary discipline has long been linked to school failure due to increased time spent out of the class. One potential solution is to consider students' culture and the school context in the design and implementation of positive school-based discipline practices. A search of journal databases was conducted using relevant descriptors to produce more than 300 studies published between 1991 and 2016 that addresses considering culture and context in the design and implementation of practices to positively support student behavior. Presenters will synthesize results and offer implications for research, practice and policy.

Lindsay Fallon
Kathryn Doherty Kurtz
Marlana Mueller
University of Massachusetts, Boston

Invisible: 21st Century Black Male Perspectives on Racism, Control, & Education

A qualitative analysis involving discussions with U.S. born Black males within the United States is used to illustrate 21st century of oppression within both institutions of public and higher education. Unlike any other ethnic or gender group, oppression is observed with respect to the use of physical, psychological, and social control toward Black males through the social reproduction of racism. Specifically, an examination of narratives entrusted by eighty-nine diverse Black males, and an analysis of a two-year observation of a large racially diverse high school show the severity, use, and effects of social control and racism targeting Black males in education. Moreover, narratives reveal how over time, the Black male counter narrative historically used to defend against has weakened.

Terence Fitzgerald
University of Southern California

Unhealthy White Racial Identities at Traditional White Colleges (TWC), Racial Profiling & Racial Trauma

In effort to better understand and resolve the phenomena of racial hostility at Traditional White Colleges (TWC) as seen in over 100 college protests in 2015 across America, examination of theories from Helms (2008) and Ford (2014) on racial identity, racial profiling disorder and racial trauma will be examined. A study by Dressler, Oths, and Gravlee (2005) indicated that being a victim of racist stereotypes results in stress that contributes to poor health and disease. Moreover, Fang and Meyer (2004) Theories from Helms (2008) and Ford (2014) on racial identity, racial profiling disorder and racial trauma will be examined to address racial hostility at Traditional White Colleges (TWC). Dressler, Oths, and Gravlee (2005) indicated that being a victim of racist stereotypes results in stress that contributes to poor health and disease. Moreover, Fang and Meyer (2004) examined the negative consequences that discrimination has on health,

quality of life, life span and discovered a connection with higher blood pressures. Stereotypes are used to justify certain behaviors directed at minority groups in efforts to maintain power in society (Fiske, 1993). These stereotypes are the basis of minorities being perceived as inferior and incompetent (Bell & Nkomo, 2001). When Whites internalize their stereotypes, Whites marginalizing become more aggressive and pervasive, such as viewing Blacks as less intelligent than Whites (Leslie, 1991). This presentation will aid therapist, administrators, students and others in understanding the dynamics associated with developing healthy non-racist White identities and personalities.

Demetrius Ford
Center for Law Health & Justice

Changing Definitions of Whiteness: Macro and Micro System Implications

White racial group inclusion criteria have seen various shifts throughout time; Irish, Slavic, and Jewish peoples were all at one point not accepted into the White racial group. Recent research suggests Whites will enter minority status within the next half century. This projection is challenged through historical evidence suggesting racial fluctuations have changed the boundaries of racial inclusion. Such fluctuations evoke curiosities about potential responses at both the micro and macro system level. It is the goal of the presentation to highlight the historical shifts of Whiteness, and to suggest that Whiteness will change in dynamic ways that will redefine racial boundaries. This redefinition will present implications at all system levels, particularly at the school level, where such demographic shifts meet developmental stages where attitudes are forming.

Eric Foster
Sa-kiera Hudson
Harvard University

Engaging Young People in Municipal Youth Councils: Is Social Inequality Reduced or Perpetuated?

Youth councils exist throughout the United States, as local and state entities that focus solely on youth issues and often, though not exclusively, involve young people in the decision-making process. Youth engagement in municipal government has the potential to benefit both youth and the community. Yet, some forms of youth civic engagement may be related to social class and race resulting in benefits to select youth and communities, thus perpetuating a longer term trajectory of privilege or marginalization. This research examines youth councils as a particular form of civic engagement. The research aims to better understand how the functioning of a youth council inherently aids in reducing social inequality, while also perpetuating inequality.

Whitney Gecker
Boston University

Promoting Bicultural Efficacy to Support Psychological Adjustment in Bicultural College Students

Bicultural efficacy (BE) – the belief one has in confidently navigating between their culture of origin and mainstream culture – can contribute to the positive development of bicultural college students. Bicultural college students are more likely to face stressors such as intergenerational conflict, discrimination, and minority stress. Thus, it is relevant to examine how BE impacts psychological adjustment of bicultural college students in addressing mental health. This study examined personality correlates of BE, and the relation between BE and psychological well-being. Self-identified bicultural and multicultural college students (N = 152, 71% female) aged between 18-25 years (M = 19.9) completed an online survey examining BE. Correlational and regression analyses highlighted the importance of BE in promoting positive development for bicultural college students.

Shadab Hussain
Stanford University

Developing a School-Based Integrative Academic Mentorship (I-AM) Program

In the U.S. Black males experience more disparities and discrimination in public health and in education than do Whites. Academic failure among Black male youth is far more prominent in comparison to all other populations of youth. Previous research has suggested that utilizing a school-based integrative mentorship model, in which academic and psychosocial supports are embedded within the academic institution promote positive psychosocial change and healthy development. The proposed project focuses on establishing community-based participatory research partnerships to develop a school-based *Integrative Academic Mentorship (I-AM) Program for 9 to 10 year-old Black boys, in 4th grade, assessed as 'high-needs students.'* The benefits of school-based integrative mentorship models imply future educational, occupational, and interpersonal successes for Black male youth.

Fabiola Jean- Felix
William James College

The Movement Towards Integrated Health Care: Perceptions from Vulnerable, Underserved Populations

This study examined the manner in which individuals from vulnerable and underserved populations perceive and recommend the movement towards integrated health care between physicians and psychologists. Three focus groups were conducted with a total of 21 participants, from a metropolitan Midwestern area, identifying as Hispanic, African American, refugee, and/or low SES. Data was analyzed using a general qualitative framework. Emergent themes indicate similarities and differences in perceptions and recommendations for integrated care across participant groups. In stark contrast with all other participants, refugee participants expressed concern for the implementation of integrated care in their communities. Implications for training, practice, and research are discussed, which will allow the field to better serve populations in need while remaining culturally competent.

Marina Khan
University of Missouri - Kansas City

An Innovative Approach to Building Cultural Competency among Tomorrow's Teachers

Pre-service teachers lack the proper preparation, skills, attitudes, and dispositions to enter the classroom are that will allow them to meaningfully interact with their future students from diverse backgrounds, challenging status quo understandings of the world, and confronting stereotypes that all too often form the everyday understandings of K-12 students. In order to combat the lack of training regarding cultural competency among pre-service teachers, Indiana University's P-16 Center for Research and Development has teamed up with campus partners to create the Cultural Competency Workshop, a co-curricular learning experience for pre-service teachers to develop culturally responsive classrooms and pedagogy. The first biannual workshop series was a huge success and the Center looks forward to an even stronger series that will respond to the needs of teacher education programs nationwide.

Allison LeClere
Indiana University

A Holistic Approach to Educating English Language Learners (ELLs) of Color

To address the multiple challenges that English language learners (ELLs) face at school and in life, this session will present a holistic approach to educating and supporting ELLs based on what we learned from interviewing ELLs of color who repeatedly failed a high school exit exam (HSEE). Our approach includes: (a) Attending to both the educational and psychological wellbeing of the student; (b) Teaching learning, coping, self-understanding, and self-advocating strategies; (c) Improving the quality of the non-ESL and ESL (English as a second language) educational programs; (d) Improving the coordination of these programs; (e) Improving educators' multicultural competency and understanding of second language acquisition; (f) Improving home-school communication; and (g) Policy change for nondiscriminatory assessments.

Chieh Li
Edward Kimball
Gina Aki
Northeastern University

Implicit Racial Bias in Teacher-Student Interactions and Outcomes

The teacher-student relationship is complicated. Two people bring their own personal and cultural experiences and biases to a classroom with the expectation of teaching and learning. It is a process where both are growing or metamorphosing intellectually, practically, and even emotionally. In this workshop, we will provide an overview of the research outlining how implicit racial bias and explicit racism in the form of microaggressions influence interpersonal relationships and how these racist actions degrade the outcomes for students of color throughout their educational experience. Further, we will discuss conceptual frameworks for reducing both the explicit and implicit racial bias of professionals to improve the educational experience for everyone in the classroom.

Chris Martin
St. Ambrose University

Charisse Levchak
Central Connecticut University

Nuestro Futuro Saludable Applied Inquiry and Action: Engaging Middle School Youth of Color in Critical Service-learning

The Nuestro Futuro Saludable community research partnership designed a critical service-learning intervention focused on health equity and action. The ten-week afterschool intervention was piloted in a Boston middle school. Youths who took part in the intervention were knowledgeable about the social determinants of health in their communities, as well as to the barriers to health. Our findings indicate that engaging young people in a meaningful way will be critical if health improvement efforts are to be realized. We found that a critical service-learning framework that incorporates elements of applied inquiry and critical pedagogy was effective as a health intervention and provided opportunities for action.

Linda Sprague Martinez
Boston University School of Social Work

The Promise of Today for Tomorrow: Addressing the Mental Health Needs of Ethnically and Racially Diverse College Students

Multicultural student success on university campuses extends beyond academics to social, emotional, psychological, physical and familial health. In addition to clinical information shared by the presenter, research along with personal stories garnered from students will also be provided as examples of need. The two taken together will inform potential solutions on college and university campuses. Recommendations from nationally recognized mental health experts as well as evidence-based practices, practice based evidence and community defined effective practices, working with family and students on outreach and prevention will also be discussed.

Mathew Mock
JFK University

Dialogic Reading for Social-Emotional Development: A Skill-Building Curriculum

Students today, especially those from low-income homes, face a myriad of barriers concerning literacy achievement. Issues regarding resource availability, emotional resilience, and school adjustment and readiness all contribute to the growing literacy achievement gap. When equipped with social and emotional skills, these students can be more prepared to navigate these issues independently. The present paper investigates the relationship between literacy and social-emotional development through a Dialogic Reading curriculum intended for flexible implementation across a variety of environments including schools, community centers, after-school programs. In addition to encouraging the program's implementation throughout the school day, the benefits of after school programs as a literacy and social skill development platform are presented, since out-of-school time is of critical importance due to current in-school

constraints. Suggestions for practitioners detail the incorporation of social emotional learning across settings.

Laura Morizio
Amy Cook
University of Massachusetts, Boston

Striving for Graduate Degrees: Latino/a Undergraduates Share their Perceptions of Graduate School

There is limited research which explores the trajectory to graduate school among Latino/a undergraduate students. This gap in the literature is important to address because there is a significant underrepresentation of Latinos completing graduate degrees in the U.S. today. Research supports the statement that higher education institutions can do more to recruit and retain Latino/a students in graduate programs across the nation. This study uses empirical data from an ongoing pilot interview-based study with Latino/a undergraduate students in order to determine the factors that shape their perceptions of graduate school. The findings of this study have significant implications for ensuring that Latinos perceive graduate school as an attainable goal.

Amy Nunez
Indiana University, Bloomington

Focusing on Social System and Community-based Interventions Effective in the Reduction of Recidivism

The goal of any society is to rehabilitate those incarcerated. Some offenders continue in criminal activities, arrested and convicted – it's called recidivism. How is society engaged to prevent recidivism? Policies on incarceration should be highlight: response to needs of high-risk youth, expand use of risk assessment instruments, target re-entry services that address change in behavior, improve probation supervision, hold courts accountable for risk/need assessment, provide integrated treatment with alternatives to incarceration, and partnerships. The United Nations Office on Drugs and Crime said crime prevention strategy is unsuccessful without effective measures to address the problems of recidivism. Harnessing community and prison resources leads to social integration that restore self-confidence, self-efficacy, social relationships, and fills gaps in incarceration periods. Introductory Handbook on "The Prevention of Recidivism and the Social Reintegration of Offenders" retrieved from: http://www.unodc.org/documents/justice-and-prison reform/crimeprevention/Introductory_Handbook_on_the_Prevention_of_Recidivism_and_the_Social_Reint egration_of_Offenders.pdf.

Edith Okupa
Restoration Project International

Hiring Discrimination and Automated Hiring Decisions

Racial disparity in hiring practices continues to be an issue despite decades of legislative efforts to decrease discrimination. This is evidenced by decreased rates of callbacks and increases in discrimination complaints

by people of color. An unconscious process associated with hiring discrimination is implicit stereotyping – unconscious mental associations between a social group or category and a trait. One method of combating the influence of implicit stereotyping in hiring discrimination is the use of hiring algorithms to deliver an automated decision. Supporters of automated hiring decisions point to the benefits of enhanced decision-making efficiency in comparison to humans, increased objectivity, and lower operator workload. However, little is known about the influence of automated decision aids on the hiring process. This structured discussion will explore the role of vocational psychologists in both the evaluation of these systems and the preparation of clients of color to navigate the hiring process.

Mikaela Pitcan
Jennie Park-Taylor
Fordham University

The PATHWAYS Program: Promoting Urban Students' Academic and Psychosocial Well-Being Through Trauma-Informed, School-Based Mental Health Interventions

The school environment offers a unique setting to meet students' academic, social and mental health needs. Yet, addressing the mental health needs of youth in schools remains a major challenge across the nation. Failure to provide adequate mental health care to students, in particular youth from historically marginalized and culturally diverse communities, can lead to long-term negative outcomes, including increased rates of truancy, absenteeism, school dropout, substance use and abuse, unsafe sexual behaviors, and incarceration. This panel presentation will focus on the PATHWAYS Program, a school-based mental health intervention that has been implemented in two Boston Public Schools over the past three years. It will describe a trauma-informed model, which aims to improve student mental health through early recognition, intervention, and treatment.

Gemima St. Louis
William James College

Sheila Gomez
Monica Roizner
Massachusetts Society for the Prevention of Cruelty to Children

Challenges to Evidence-Based Interventions with Youth Offenders

The National Institute of Corrections' Thinking for a Change (T4C) is an integrative cognitive behavioral program suited for both corrections and community settings. While this intervention has been proven to reduce recidivism across numerous populations of offenders (Golden, Gatchel, & Cahill, 2006), we have been challenged by its implementation in the population of diverse youth offenders that we serve in a small city in the southeastern United States. Certain systemic barriers such as poverty, racism, and the structure of the justice system have proven to be challenges to the successful implementation of this intervention.

Challenges and future directions for culturally competent interventions with youth offenders will be discussed.

Catherine Stamateris Flaherty
Katherine Sue Crosby
University of Georgia

Finding A Path Forward: Girls of Color Reflect on Suspensions' Impact on their School Trajectories

Recent work on Black girls and discipline (Blake et al., 2015; Crenshaw et al., 2015; M. W. Morris, 2016) argues that stereotypes about Black femininity leave girls susceptible to increased discipline for behaving in culturally appropriate and socially necessary ways (E. W. Morris, 2007; M. W. Morris, 2016). Girls of color of all races in high-poverty environments face similar challenges. The stories in this study reflect careful navigation of social reputation, self-defense, family responsibility, and school commitment akin to that described by Nikki Jones (2009). This paper deepens the literature on girls of color and discipline through interviews with a multi-racial group of high-school age girls. It explores their experiences of discipline and suggests policy changes as schools become more conscious of race and gender in their discipline practices and school climate.

Joanna Taylor
Brandeis University

Diverse Charter Schools: Reversing the Tide of School Segregation

A team of researchers from Teachers College, Columbia University embarked on a study to examine the internal and external policies of 21 intentionally diverse charter schools across the nation, hoping to uncover the mechanisms that allow for successful racial and socioeconomic integration. Our findings illuminated a range of inventive practices within schools, such as discipline policies, classroom integration, and differentiated instruction, to name a few. Externally, we identified federal, state, and local policies governing charter schools, and identified practices that help schools achieve their diversity goals. Across our research sample, diversity stood front and center in the schools' missions, and largely drove much of the decision-making for school leaders.

Amy Wang
Matthew M. Gonzales
Teachers College, Columbia University

Intellectual Character: When the Classroom and Culture Collide

Intellectual character stimulates a complex pattern of thinking, social competence, and emotional sensitivity—key attributes in creating awareness of social injustice issues. By creating a culture of thinking in educational settings, one can activate the intellectual character of students. This presentation provides an overview of the basic elements for generating a culture of thinking framework. Additionally, the use of this

schema to navigate the terrain of oppression, privilege, social injustice, and social change in the classroom is explored. Initial feedback from educators on the feasibility of this model, problems relevant to the use of this model in mainstream education, elements of "cultures of thinking" already in use, and fears related to the models utility are discussed.

Aryssa Washington
Amy Voltmer
Courtney Brown
Regent University

An Evaluation of School-Based Suicide Prevention Programs with an Emphasis on Culture

The purpose of this presentation is to evaluate the efficacy of suicide prevention programs for particular cultures. Some prevention programs may not generalize to the entire population. Therefore, programs for specific populations will be discussed in order to increase audience knowledge of diversity and its role in suicide prevention programs. Elements within these programs will also be identified to explain why they might work better for certain populations. Cultural beliefs will be explored in relation to its effect on treatment. As a result of this presentation, the listener will be able to 1.) name three culturally specific suicide prevention programs, 2.) understand the importance of integrating cultural beliefs into treatment, and 3.) increase knowledge of specific elements of these programs.

Stephanie Wietrzychowski
Nova Southeastern University

Social Justice Through Mathematics: The Algebra Project

The Algebra Project is a social justice initiative that uses mathematics as an organizing tool for educational and economic access for underserved students in public education. Teachers can act as agents of change by creating a classroom culture where students use the skills gained through rigorous mathematics to discuss social justice, and through this process become active participants of their learning (Martin, 2009). Through the pedagogical styles used at the Algebra Project, students can develop their own sense of urgency to take action (Moses and Cobb, 2001). This program is necessary to combat the misleading policies that claim interest that align with equity, yet they continue to alienate teachers and students (Gillen, 2014).

Laura Zamudio
Indira Gil
Florida International University

WORKSHOPS

Overcoming Educational Challenges Confronting Refugee Youth in Central Massachusetts: A Model of Out-of-School Cultural and Linguistic Supports and Services

Massachusetts resettles approximately 2500 refugees annually in the cities of Boston, Lynn, Framingham, Worcester, Westfield and Springfield. Refugee children whose forced displacement has interrupted their education are an at-risk population upon school enrollment in the U.S. When a refugee is referred to the United States for resettlement, school aged children are required to be enrolled in school within 30 days of arrival. This researcher has visited several dozen refugee resettlement programs nationally and throughout New England. In the context of providing technical assistance and federal grant monitoring to refugee resettlement providers, the researcher has identified a 'best practice' related to educational enrichment services to refugee youth in Worcester, MA. An analysis of this evaluative work is discussed.

Karen M. Clark-Hoey
Springfield College School of Social Work

Heads & Hearts: A Storytelling Approach to Teaching about Oppression in College Classrooms

In this experience-based workshop, we will offer several examples of how a storytelling methodology can be used to teach about social oppression, privilege, and transformative possibilities. We will focus on several tools—including individual, small group, and whole class activities—that we've used to facilitate brave, engaged learning around race and racism and other intersectional identities that inform social oppression. Specifically, we will: 1) provide background on the use of storytelling to teach about social oppression and 2) engage participants in a handful of storytelling activities so that they will gain the skills necessary to use it in their own diverse teaching and learning contexts.

Jennifer Fauci
Lisa Goodman
Boston College

Take Back the Halls: Whole Person Intervention Through Teen Dating Violence Prevention

Take Back the Halls: Ending Violence in Relationships and Schools (TBTH) is a teen dating violence prevention and activism program. TBTH gives teens the opportunity to examine issues such as domestic violence, sexual assault, sexual harassment and sexual abuse, as well as the variety of social structures that support violence in our culture. It creates a space for students to talk about issues affecting their lives, to generate ways to raise public awareness, to speak out against violence, and to advocate for change in their schools and communities. In short, TBTH aims to empower teens to become community leaders and active participants in the movement to end violence.

Cassandra Forster-Broten
Rachel Wills
DePaul University

The Value of Out-Of-School Time Programs and Partner Organizations on Youth Development

Recently, funding organizations have moved towards requiring non-profits to demonstrate large scale impact through evidence-based practices. Collective impact is a way to promote collaboration, shared vision, shared measurement, continuous communication, by multiple organizations. DSNI as a backbone organization helps promote collective impact through partnering with anchor organizations towards transforming a community neighborhood This presentation highlights how collective out-of-school time (OST) programming by community organizations can promote positive youth development and reduce systematic barriers for people, who live in low-income underserved areas. Details of DSNI work as a backbone organization will be shared as well as outcomes from a neighborhood survey and from Boston Medical Center Vital Village project.

AJ Franklin
Amanda Weber
Boston College

Sheena Collier
Andrew Seeder
Boston Promise Initiative

Empowering Individuals and Families Involved in the Child Welfare System

Circumscribing minority ethnic communities as homogenous groups promotes the continued negligence of inter- and intra-cultural differences of each individual and family, particularly those in the child welfare system. African American children are involved in 22% of suspected maltreatment reports, comprise 1/3 of the children in the foster care system, while only constituting 14% of the total population of children living in the United States. Collaborative systemic efforts and strategies that seek to reduce identified institutional problems will be highlighted and thoughtfully discussed. Participants will learn and consider a variety of anti-discriminatory practices that stem from the development of cross-system leadership and the cooperation of key stakeholders, service providers, and the community that leads to empowerment of those involved.

Susan George
Regent University

Frank Delano
Professional Package Training

Nurturing Hope in a Culturally Responsive Classroom

We will share a culturally responsive lesson that creates space for students to nurture agency and identity. Participants will share six words about themselves (Race Card Project, 2015). To deepen the conversation, we will facilitate a discussion about each other's six words and our multiple identities. We are attempting to co-create a space that disrupts the status quo, which often silences student voice and participation in the classroom. This activity provides teachers a way to transform the classroom so that student voices are seen, valued, and heard. Our objectives are: Engage participants in the culturally responsive lesson; Share

strategies for starting a dialogue about race and identity in the classroom; Create an opportunity to educate our own hope, as well as others.

Staci Martin
Portland State University

Jessica Burbach Hopson
Portland Youth Builders

Psychologists and Mental Health Professionals 'Outside In': Working Effectively Across Cultures beyond Our Own

Psychologists and all mental health professionals must be consistently cognizant of cultural and diversity issues in working with children, adults and families. We are committed to social justice and equity as ethnically, culturally, racially diverse people working in human services. Many of us are seen as being advocates even agents of change within our own cultural groups. For example, as an Asian American man it assumed that I teach, train, practice working with the Asian American community. I can work "Inside - Out". While this is true, I am committed to making change at a larger community, national even global level, or "Outside – In". What is needed to work with communities that are outside our own family? Examples of working across Latina/o and in underrepresented immigrant communities in a recently designated Hispanic Serving Institution (HSI) will be provided**.**

Mathew Mock
JFK University

The Power of Our Words: Using Mentoring to Disrupt Negative Discourse

In schools, words and phrases including trouble-maker and at-risk, have been used to define and explain the experiences of certain boys and girls, thereby affecting their treatment. Instead of identifying students by their names, they are perceived through behavior. In the workshop, participants will (1) Examine how language that labels negatively affects the treatment of students in schools (2) Utilize anchoring quotes, and scenarios to speak about the ways in which educators, parents, and interested parties can bring together research and practice to continually effect change upon the deficit-based model of education; (3) Align on some strategic steps that can be taken to be active mentor-educators within public schools who recognize students by their humanity first.

Martha St. Jean
Teachers College

Historical Trauma and Post Traumatic Stress Disorder: What If It's Not 'Post'?

Racism has a detrimental impact on the mental health of Black people, resulting in symptoms consistent with Post Traumatic Stress Disorder. But what if the trauma and stress is not "post" but present and ongoing? Historical traumatic acts (e.g., slavery) have morphed into present day practices (e.g., the mass

incarceration of Blacks). Blacks are being arrested, convicted, and imprisoned at higher rates than any other population. Furthermore, Black lives have been and continue to be under attack and treated as less important, as countless examples of "not guilty" verdicts demonstrate. This presentation addresses the mental health needs of a population that experiences racial trauma and stress on a daily basis, and suggests effective ways to assess and counsel them.

Ebony White
Sailume Walo-Roberts
Montclair State University

Parallel Processes: Ethnoviolence, Trauma, and Self-other Care in Teacher Preparation

As a group of educators and a psychologist who have worked closely within a school of education in the northeast, we have been struck by the relative disconnect between our disciplines. The goal of this workshop is to bring together two complimentary fields of study and practitioner preparation by inserting elements of psychology and counselor education in the preparation of teachers. The aim is to begin a discussion that answers the following question: what practices can be engaged in the preparation of teachers in order that they are better prepared practitioners to manage trauma-related concerns (of themselves and their students) associated with ethnoviolence (due to race, gender, disability, sexuality and/or class) in educational contexts?

Wendi Williams
Bank Street College of Education

Neil Harris
Kathleen Kesson
Colleen Walsh
Long Island University – Brooklyn

We Got This! Social Justice through STEM = College/Career [Re] Frame

In this interactive session high school students, and student alumni, program administrators and researchers, will describe and concretize the curricular framework for the social justice driven STEM curriculum (i.e., $S_{TEM}J$) within College Bound, Urban Outreach Initiatives @ Boston College, an out-of-school time program for Boston Public high school students. Starting with a discussion of the program's ideological positionality within critical social justice discourses, the presenters will share how Bronfenbrenner's (1994) General Ecological Model provides a conceptual framework for operationalizing social justice inquiry with and through STEM. Positioning this curriculum within the College Bound program's overall design gives session participants a sense of how the program's College and Career, Identity and Society, and $S_{TEM}J$ curriculums work in tandem to support the programs desired outcomes of students' increased critical race and cultural consciousness and college matriculation. Highlighted will be Urban HydroFarmers, a group of College Bound high school youth activists, who are addressing the lack of sustained access to fresh food as a result of not having full service supermarkets a commutable distance from where they live, 1) by learning the science of hydroponics to grow fresh vegetables and fruit to take home to their families, 2) by acquiring

the accounting and marketing skills to sell the fresh produce at local farmers markets, and 3) by sharing their new found knowledge and skills by teaching and mentoring Boston middle school students in an effort to grow their activism and networking generationally. Lessons learned and future directions are also shared in acknowledgement of the necessity of ongoing reflection and adaptation to fulfill the program's ambitious goals.

Catherine Wong
David Blustein
Paul Madden
Anne Vera Cruz
Boston College

Ebony Atwell
Boston University

Lesly Bellamy
Bunker Hill Community College

Christopher Bufford
College Bound Alumni

Ezra Jethro-Enedouwa
Urban Science Academy

Lori Phillips
Stonehill College

STRUCTURED DISCUSSIONS

Paying it Forward: The Mentoring Role of Graduate Students of Color

Many students of color currently enrolled in graduate programs hope to contribute to increasing the numbers of faculty, staff, and administrators of color within the educational system. As graduate students work toward this goal, it is imperative that they remain connected with youth of color. Graduate students of color face similar issues as students of color attending K-12 educational institutions - isolation, hostile environments, and irrelevant curriculum among others (Gay, 2004). It is our belief that graduate students can play a role in increasing the pipeline of students of color into higher education by "paying it forward." Having navigated the educational system through various levels, it is important that we share our experiences and knowledge gained with those coming after us.

Derrick Bines
Bryan Rojas-Arauz
University of Oregon

Navigating Institutional Racism and Improving Campus Climate: Culturally Diverse Graduates Students Breaking the Mold

The lack of diversity in academia has detrimental effects on campus climate, contributing to underrepresentation of multicultural voices in education, science, economics, and government. Institutional racist practices, such as standardized testing, promote widget-ness as an ideal. These negative consequences can be amended by increasing the presence of non-widget students, facilitating student/faculty alliances, and encouraging multicultural perspectives on campus. If administrators, faculty and students work together we can achieve these aims. Programs for minority students, student organization, and formal training in cultural awareness are methods for addressing the problem of excessive widget-making. The methods provided will be useful to those interested in developing educational and health institutions that are responsive to traditionally marginalized groups and promote originality over widget-ness.

Violette Cloud
Justina Avila
Rebecca Rieger
Isabel Vigil
Gabriela Lopez
University of New Mexico

Problematizing Safe Spaces: A Conversation between College Students and Faculty

Although fostering an environment that supports authentic engagement with divergent points of view is a tenet of effective classroom pedagogy in higher education, the notion of safe space has been debated recently, especially regarding the question "safe space for whom?" Both faculty and students who are actively engaged in social justice initiatives on campus may experience "racial battle fatigue" differently,

due to the ways that power is disseminated. In this structured discussion, we bring together a diverse group of college faculty and students from a predominately white campus to explore questions around re-defining the concept of safe spaces, and the challenges inherent in balancing racial advocacy work with caring for the self, from the varied social locations of the participants.

Tina Durand
Grace S. Kim
Kathleen McDonough
Sheridan Jones
Linda Le
Kyra Thomas
Wheelock College

In The Mizzou Era: A Blueprint for Graduate Student Activism at PWIs

A group of student activists from Teachers College, Columbia University, will present an autoethnographic analysis of a two-year strategic process, which we have used to engage students, faculty, and administrators on issues of social justice at their predominantly white institution. This work has resulted in many successes regarding an increase in communication, and partnerships across the college. The purpose of their presentation is to share strategies used by this group of activists at Teachers College to coalition build, and work with individuals within the institution to achieve shared goals to develop a culture with a foundation in social justice.

Matthew Gonzales
Adriana Reyes
Christina Chaise
Teachers College, Columbia University

What to Say to Children about Experiences of Discrimination and Injustice

Mental health workers, educators, and other helping professionals, have observed, heard, or knowingly or unknowingly participated in situations involving racism, homophobia, stereotypes, and xenophobia. Children of color are not immune to these forms of disempowerment and attacks. In other situations, certain children are alienated because of their sexual orientation, or immigration status, and the way they speak (Tatum, 1997; Appleby, Colon, Hamilton, 2007). Their sense of being is also invalidated resulting in alienation. Further, intersecting social identities can result in harsher forms of oppression (DeJong and Love, 2013). Structured discussion, combined with case examples, modeling experiences, and role plays will be used to attend to culturally relevant interventions that counter racism, homophobia, stereotypes, and xenophobia affecting children and adults.

Anna Martin-Jearld
Bridgewater State University

How Can a White Guy Contribute to Critical Race Scholarship?: Perspectives on the Role of White Teachers, Researchers, and Allies in the Pursuit of Racial Justice.

The role of white educators and scholars in teaching and studying issues of racial justice is complicated. Critical race theory (CRT) offers an important perspective on racism by challenging dominant understandings of research and practice through counter storytelling and race-centered historical analysis. This structured discussion presents an overview of CRT and discusses some dilemmas for white educators and scholars who wish to promote racial justice in their teaching and research. To facilitate discussion, various perspectives on the topic will be presented, including those from CRT scholars and current and past Civil Rights leaders. These perspectives offer insights into the ways in which educators can unwittingly reinforce racial stereotypes and suggest possible strategies for fostering student growth and contributing to racial justice research.

Michael Massey
Virginia Commonwealth University School of Social Work

Discovering the Inner in Inner City Youth: Mindfulness and Urban Education

Emotion precedes attention, which precedes learning, and yet instruction and practice in regulating emotion is often bypassed in urban schools. In many urban schools with poor resources and large student populations, school leadership are reluctant to allocate classroom time to practices that support or enhance learning in place of explicit learning. Recent psychological, educational and neuroscience findings in mindfulness-based strategies, however, suggest urban schools may benefit from an alternate approach. In this structured discussion, we describe some of the contextual barriers to academic success that many urban students face. This is followed by the latest empirical research on mindfulness with a specific focus on how mindfulness affects social-emotional health and academic engagement, namely self-control, emotional regulation, social skills, anxiety, and attention.

Danielle Magaldi
Lehman College, CUNY

Jenny Park-Taylor
Fordham University

Bringing Change to Boston Latin Academy

Boston Latin Academy, one of the Boston Public Schools exam schools, has a 138-year history of academic excellence with an outstanding rate of college placement. Boston Latin Academy's student population consists of over 1,700 economically, culturally, racially and linguistically diverse students ranging from grades 7 to 12. Although on the surface, students have tranquilly co-existed for many years, a student's racially offensive post on social media, (written in response to the #BlackatBLS campaign at Boston Latin School), brought to light the racial tensions living beneath the surface. After responding to the initial

incident, the school's brand new administration constructed a proactive multi-year plan to infuse cultural proficiency and anti-racist practices into all aspects of day-to-day life at Boston Latin Academy.

Esta Montano
Troy Henninger
Anthony Mathieu
Elvira DeLuca
Tristen Grannum
Boston Latin Academy

Culturally Competent Assessment to Guide the Education of Youth

A variety of assessment practices are being used in public education systems aimed at measuring skills, determining placement into special programs and identifying remediation programs. Due to the presence of cultural and linguistic differences individuals engaging in assessment practices must be aware of components that may affect test performance. Cultural competence of assessment practices and interpretation skills can help to make the difference between an evaluator who looks at a child as an individual or a widget. The focus of this presentation will be on culturally competent assessment practices and their vital importance to the education of school and college aged individuals.

Kristen O'Donnell
Brittany Houston
Martha Guerra
Chrystal Fullen
Our Lady of the Lake University

Triple Stereotype Threat: Test Performance, Learning and Motivation

College academic success has been associated with a variety of cognitive (e.g., test performance and learning from feedback) as well as non-cognitive factors (e.g., achievement motivation). Experiences of stereotype threat may negatively influence these three domains among African American and Hispanic college students, thereby harming their chances of academic success. While universities must make significant efforts to change the campus culture that promotes stereotype threat, at the individual level, mindfulness may be utilized to buffer the negative effects of stereotype threat among African American and Hispanic college students.

Jennie Park-Taylor
Steven Carter
Cambria Litsey
Lauren Ann Sonnabend
Fordham University

Community Schools: Building Anti-racist and Anti-oppressive Partnerships

Community-school partnerships reflect an important educational reform (Warren, 2005). Creating authentic and lasting partnerships is an important strategy for eliminating educational inequities (Auerbach, 2012). Place-based educational reform efforts are often tentative and fragile (Scanlan & Miller, 2013), so examples of longstanding institutions, like Gardner Pilot Academy (GPA), provide potentially rich sites to inform the field. In this context, this workshop has two objectives: 1)Participants will learn the history of GPA, the first community school in Boston. This history will partially focus on partnerships that address educational inequities and partially focus on racial and cultural socialization both within the school and in these community partnerships. 2) Participants will discuss strategies from GPA that can be translated to other settings to create school-community partnerships that reduce racial, ethnic, cultural, and linguistic barriers and promote educational equity and opportunity.

Martin Scanlan
Boston College

Erica Herman
Lauren Lafferty
Nicolasa Lopez
Catalina Montes
Joseph Sara
Gardner Pilot Academy

The Art of Teaching – Aesthetic Engagement of Black Male Students

Aesthetics subconsciously drive our decisions about everything from art in our living spaces to cars we drive. They are not, however, solely visual. Aesthetics are the all-encompassing crux of the human experience. They are also a way that humans build, join, and share communities. Nowhere is this more apparent than in our schools. Adolescents, who make up the majority of all school-aged children, are greatly affected by peer responses to music, attire, hairstyles, and even the way they speak. This may be particularly relevant for young Black males. This session will explore the relationship between cultural aesthetics and classroom pedagogy in an effort to plot a course for improving the educational outcomes of Black male students via engagement.

Don Siler
University of St. Joseph

Strategic Thinking, Social Justice and Empowerment: A Curriculum for Intervening in the School to Prison Pipeline

The overrepresentation of minority students, particularly African American males, in the exclusionary discipline consequences of suspension and expulsion is well document (Rose & Fenning, 2007). Unfortunately, there is a direct link between these disciplinary practices and entrance to prison, placing minority students in a vulnerable position. Literature suggests that prevention and intervention programming

within schools and the community, along with the adoption of a new disciplinary approaches by school personnel should be generated in order to address the school-to-prison pipeline (Shippen, Patterson, Green, and Smitherman, 2012). This presentation outlines The STRIVE—Strengthening Teens & Raising Innovative Voices for Equality—Challenge. The STRIVE Challenge is a proposed curriculum-based program to be utilized by schools with the intention of decreasing exclusionary discipline consequences.

Aryssa Washington
Tranese Morgan
Lauren Jacobs
Regent University

Grassroots Rising: Student-Led Diversity Assessment & Advocacy at the Doctoral Level

This discussion aims to share practices and spark critical thinking about how students can better assess and advocate for multicultural competency in doctoral psychology training programs, particularly where such training and institutional support is minimal. Conveners will present on two student-led initiatives: (a) assessment of faculty and course diversity competency, and (b) advocacy for cultural competency, representation, and a social justice focus in faculty hiring, training, and curriculum development. Facilitators and obstacles in these two grassroots efforts will be outlined. Discussion will explore such questions as: What are challenges and systemic barriers to diversity training in our experiences and advocacy efforts? What are strategies for fostering better awareness, goals and expectations, and specific techniques for overcoming such obstacles?

Isra Yaghoubi
Daveon McMullen
David M. Friedlander
Ramya Rangamannar
Margaret Hughes
Sonia Altavilla
Graduate Institute of Professional Psychology, University of Hartford

SYMPOSIA

Stop the Deficit: How Do We Honor and Value Bilingual Individuals in the United States?

In a country with an historically idealized view of what it means to be "American", the national discourse in the United States pressures bilingual and immigrant families to "fit" into a dominant narrative that neither captures, nor values their lived experiences and identities. The purpose of this symposium is to address the following question: How do we honor and value bilingual individuals living in a monolingual society? This symposium will open with a presentation on the implicit and explicit linguicism, racism, and deficit perspectives that affect the everyday lives of bilingual and immigrant families. Presenters will then share narratives and examples of how teachers can honor students' language(s), culture, and stories.

Christine Leider
Melanie Martins
Boston University

Glenda Lopez-Schmitt
Prospect Hill Academy

Camilla Ferreira Lins E Silva
Boston Public Schools

Molly Ross
Malden Public Schools

POSTERS

Addressing Barriers to Success for Academically Talented African American Males

African American males are severely underrepresented in gifted and talented programs (Donovan & Cross, 2002). Despite their academic potential, barriers exist which may keep African American males out of these programs. The purpose of this proposal is to discuss some of the barriers (e.g., biases, cultural behaviors) that may prevent African American males from inclusion in these programs and offer recommendations to mental health professionals. Within school barriers, such as teacher bias, and cultural behaviors (e.g., cool-pose culture) should be considered. To address these barriers, mental health professionals could offer training for teachers and work directly with students to process these issues. It is hoped that these interventions would lead to increased numbers of African American males being identified for inclusion in the programs.

Tyronn Bell
University of Indianapolis

The Case of Homework: Utilizing Multiculturally Sensitive Tools in the Classroom

The efficacy of homework is an ongoing discussion in the United States as Common Core standards are implemented within the public educational system. Researchers explores the efficacy of homework and potential limitations. Age, race/ethnicity, and socioeconomic status of homework recipients will be addressed in light of unique educational considerations of which educators ought to recognize. Limitations of differing experiences and barriers to efficacious homework are investigated. Ultimately, educators must fully consider the intent, investment, and expectations for the minority student, as well as attend to the social-emotional development of children encountered in their classrooms.

Courtney Brown
Joy Hunter
Maura Jenkins
Regent University

Parent Involvement: Systematic Literature Review on Its Importance to Parity in Education

Parent involvement is acknowledged as an imperative aspect to a student's educational achievement. Parent involvement in students' education and schooling refers to parents' dedication of time to and awareness of their child's educational activities and development. Parent involvement also refers to being connected with educational professionals working toward the same goal of promoting healthy development and education of children. The White-Black achievement gap can be partially explained by the differences in the levels of interaction of parent involvement. This is problematic when parent involvement can be a protective factor in education to minorities and low-income communities. Therefore, a systematic literature review will be

conducted to discuss the facilitators and barriers associated with parent involvement in culturally and linguistically diverse communities.

Khadijah Cyril
University of Rhode Island

Reports of Risky Behavior: Parent Monitoring in Black Southern Families

Research has shown that parental monitoring of adolescents has been found to reduce the likelihood of engagement in risky behaviors. However, it is less clear how parental monitoring among racial minorities influences adolescents' behaviors. The current study will explore the relationship between parental knowledge, parental monitoring and risky behaviors among rural Black adolescents in the southern United States. Utilizing multiple regressions, the relationship between parental monitoring and adolescent self-reported risk will be explored. Data collected in this study will add to the body of literature on risky behavior and parental monitoring in rural Black families. This data could lead to prevention and intervention efforts that address the uniqueness of this population while rejecting the "widget effect".

Teressa Davis
University of Rhode Island

Examining the Influence of Cultural Factors on Obesity in Hispanic/Latin Individuals

For those from Hispanic or Latin countries, food and family are central to one's values and influence decisions made at as well as away from the dinner table. There is a dearth of literature, which identifies the possibility of acculturation as a moderator for incidence and severity of obesity within the Hispanic population. Many standard interventions for obesity include increased physical activity paired with decreased caloric consumption; however, this line of treatment does not take into account the patient's acculturation status, values associated with food, and/or cultural beliefs regarding physical activity. Without the necessary literature there remains a lack of culturally informed interventions to best care for this population, increase wellness, and diminish further health risks.

Christina Escuder
Carlos Albizu University

Cross-cultural Analysis of the WAIS-IV Advanced Clinical Solutions Social Perception Sub-test

The goal of the current study was to examine the Social Perception subtest of the Advanced Clinical Solutions for WAIS-IV (ACS; Pearson, 2009) and to preliminarily explore the cultural sensitivity of each component of the subtest by looking at ethnic identity as a potential moderator of performance on different subscales of the task. Our analyses revealed a cultural effect for performance on the two ACS-SP subscales that involved complex emotion recognition and identifying higher order meaning from facial and vocal expression of emotions. Overall, our White participants were found to outperform our Asian participants

with an average score of 10.35 and 8.92, respectively, suggesting an intracultural advantage on task performance.

Mayte Forte
Keira O'Donovan
University of Massachusetts, Boston

Divided Hallways: How Language Students are Failing in Their Native Tongues

Recent qualitative studies have found that the ability to make intercultural connections is often lacking in language students (Nugent and Catalano, 2015). While the literature on cultural competence in the professions is expansive, study of the college experience that takes in to account family influence (Cross, et al. 1989), structured learning, and encounters with others is lacking (Thomason, 2008). The present quantitative study aims to address the gap in the literature by measuring the acquisition on Critical Cultural Awareness in both language and non-language students.

Christine Giacalone
Karen Meteyer
Rivier University

Perspectives on Sexual Violence among Immigrant-Origin Women

This qualitative study examines conceptualization of and response to sexual violence among Indian-American and Mexican-American women. Analyses suggest that participants experience sexual violence as stigmatized, although this issue is discussed in varying ways across the two ethnic groups. Findings consider systemic, cultural, and individual factors shaping responses to sexual violence.

Jena Gordon
Laura Gonzalez
Luisa de Mello Barreto
Tera Meerkins
My Nguyen
Usha Tummala-Narra
Boston College

Mentoring Students of Color: Racial Disparities in Access to School-Based Mentors

Having a school-based natural mentor, such as a teacher, has been strongly associated with positive educational and occupational outcomes (Dubois & Silverthorne, 2005). Therefore, natural mentoring relationships function as a form of social capital, with the potential to both close and widen existing gaps in socioeconomic equality, such as those across racial and ethnic lines (Putnam, 2015). We explore racial disparity in access to school-based natural mentors using the large, longitudinal, nationally-representative Add Health dataset (N=15,197). We will examine differences in reports of having a school-based mentor

among youth of different racial backgrounds and whether differences exist based on school type, average class size, and racial compositions of the student body and teaching staff.

Matthew Hagler
Rachel Rubin
University of Massachusetts Boston

Girl! It's Gonna Take More Than Hard Work: Minority Women's Success Factors

Representation of African American women (AAW) in the Federal Senior Executive Service (SES), is only 232 or 3.5% of the 6,555 executives nationwide. This quantitative study examines African American SES women's perceptions of career success factors needed to reach executive career levels. The study incorporated a web-based survey of 190 AAW participants serving in the Federal Government. The literature suggests that powerful key factors needed to achieve executive levels include mentors (Ragins, 1989; Catalyst, 1998), role models (Cox, 1993; Pfleeger & Mertz, 1995), and informal networks (Catalyst, 1998; Bell & Nkomo, 2001). This study suggests that although AAW's perceptions agreed with the literature, they tended to significantly attribute their own success to factors such as education, hard work, and effort.

Lynda Jackson
Trinity Washington University

Categorization and Co-existence

Humans tend to categorize through their five senses. Individuals during their life span learn to categorize using their senses. We categorize through sight, smell, hearing, touch and taste. Categorization once identified can help in the concept of co-existence. Co-existence means to exist simultaneously. The author proposed that individuals can learn to co-exist after they identify categorization. Furthermore, categorization can assist us to know ourselves and others. Additionally, once we are educated about categorization, it will lead us to ultimately learn to co-existence.

Suzzanna Javed
Teachers College, Columbia University

Black Boys and Prep Schools: What Factors Yield Best Outcomes?

In 2016, the number of elite prep schools committed to diversity has expanded to numbers greater than any other generation. Black parents are excited about the opportunities that they hope will now be accessible to their child as a result of obtaining a storied education at an elite prep school including greater access and powerful alumni networks. Black families are increasingly charting new territory in elite private schools. Unfortunately, they are discovering that there are academic/psycho/social/cultural challenges in these new spaces, many that have never encountered. Research has shown a disconnect between Black boys and

independent schools. For this research a literature/media review was conducted to uncover what factors increase and/or decrease success in Black boys at elite prep schools.

Rosalind Lucien
Chestnut Hill College

Using an Online Writing Intervention to Process Experiences of Heterosexism in LGBTQ Individuals

Emotion-Focused therapy (Paivio & Pascule-Leone, 2010), and expressive writing interventions have been found to demonstrate benefits for people coping with stressful and traumatic events (Pennebaker, Colder & Sharp, 1990), with both approaches having been adapted to work with LGBTQ populations (Hardtke, Armstrong, Johnson, 2010). This study explores the ways in which an online expressive writing intervention was beneficial to LGBTQ participants (N= 144) in processing experiences of heterosexism in three groups. Utilizing thematic analysis (Braun & Clarke, 2006), participants in all three groups reported distinct gains, with the expressive writing group reporting the most action-oriented changes. This research has major clinical implications for LGBTQ individuals who do not have access to an LGBTQ affirmative therapist.

Meredith Maroney
Tangela Roberts
University of Massachusetts, Boston

Effectively Teaching Multicultural Psychology: The Power of Personal, Historical and Social Justice Narratives

Optimal teaching and learning about multicultural psychology and social justice at the graduate level may be best done through strategies of embedding, infusing and integrating content, process into clinical practice. This may also be a prime opportunity to teach and learn also about social justice, historical injustices and the need to commit to social justice advocacy professionally with a focus on predominant or specific cultural communities such as African American, Asian American, Native American, Latino, LGBT, etc. communities. As a specific example, the presenter has access to over twenty years of data teaching a specific Asian American sociocultural and psychological class to several hundred doctoral psychology students. The course is uniquely taught by immersing each participant in activities, events, and cultural history that intensely exposes them to AAPI information steeped in psychologically-relevant content.

Mathew Mock
JFK University

Cultural Variations in Social Cognition: Ethnic Identity and Emotional Perception

The goal of the present study was to evaluate the impact of cultural factors on measures of social cognition. Specifically, we examined the relationship between performance on an emotion recognition task, The Reading in the Mind in the Eyes Test (RMET) (Baron-Cohen, Jolliffe, Mortimore, & Robertson, 1997) and a multimodal measure of social cognition, The Advanced Clinical Solutions – Social Perception Subtests

(ACS-SP; Pearson, 2009). To test cultural sensitivity, ethnic identity was explored as a potential moderator of performance on emotion recognition tasks in relation to performance on a broader range of social cognitive abilities through performance on subtest of the ACS-SP. Analyses revealed an intracultural advantage for White participants with small to moderate correlations between the ACS-SP and RMET tasks.

Keira O'Donovan
Mayte Forte
University of Massachusetts, Boston

Development and Validation of a Scale to Measure Reasons for Underutilization of Mental Health Service by Koreans

Empirical evidence indicates that Koreans do not use mental health services from professionals like psychologist and psychiatrists. The purpose of this project was to develop an inventory to examine underutilization of mental health services by Koreans living in South Korea and in the United States. The Mental Health Service Utilization Inventory (MHSUI) looks at various barriers and reasons for underutilization. The MHSUI is available in English and Korean and may be administered in person or on-line. Results of the study produced acceptable levels of validity for the MHSUI. Detailed results regarding ratings for individual items and recommendations for use of the MHSUI to help improve utilization of mental health services and quality of mental health care for Koreans are included.

Deanna Park
California School of Professional Psychology at Alliant International University

Similarities and Differences: Mental Health Symptoms and School Belonging of Somali and Bhutanese Refugees Resettled in the U.S.

Partnering with schools provides a unique opportunity for addressing barriers to service utilization among refugee groups, including stigma and cultural understandings of mental illness. While the psychological impact of trauma exposure on refugees is well documented, few studies have examined and compared the ways in which these psychological struggles influence refugee youths' sense of school membership. The present study utilizes baseline data to examine school belonging and mental health symptoms (PTSD and depression) of Somali (N = 30) and Bhutanese (N = 34) students prior to their participation in school-based groups. It is expected that results from this study will better inform educators about refugee youths' psychosocial and educational needs. Keywords: refugees, mental health, school belonging

Jennie Phan
Boston Children's Hospital

Emma Cardeli
Boston Children's Hospital and Harvard Medical School

Transgenerational Transmission of Trauma in Haitian Families

The impact of historical traumatic experiences of Haitians through generations, such as colonization, slavery and totalitarian dictatorships, has had minimal consideration in psychological discourse. A qualitative phenomenological study utilized interviews with 10 Haitian American adults to explore awareness of Haitian history, beliefs and attitudes within families, perception of historical losses, and the legacy of slavery. It was found that the majority of participants lacked awareness of Haitian history, the origins of cultural practices and family narratives about their ancestors. Furthermore, the majority of participants named ways that colonization and slavery impacts the present generation. It is encouraged that Haitian communities support transformative learning experiences to build positive cultural identity and an empowered understanding how the past informs the present.

Jessica Yanick Pierre
Brandeis University

Conceptualization, Development and Content Validation of a scale to measure Somatization in Pilipino Adolescents and Adults

Manifestations of psychological stress and distress with physical symptoms (Somatization) are characterized by multiple indicators including loss of appetite, headaches, nausea and vomiting. A scale was designed to assess somatization in adolescent and adult Pilipinos. The Pilipino Somatic Assessment Scale (PSAS) controls for baseline somatic tendencies, provides indicators of type and degree of somatization in response to anticipated and unanticipated positive and negative life events, and is available in English and Tagalog. Results of the study produced acceptable levels of validity for the PSAS. Detailed results regarding ratings for individual items, recommendations for use of the PSAS in research and clinical practice, and implications for somatization prescreening in the practice of medicine and psychology are included.

Sheena Balolong Publico
California School of Professional Psychology at Alliant International University

Applying a Rogerian Rubric to Narratives of Multicultural Trainees

Portions of narratives written by student participants in response to questions about their multicultural training experiences were mapped onto a grid categorizing students in terms of how well their answers fit into Rogerian derived categories of reflective, respectful, and flexible thinking about multicultural competence. Students were asked: 1. Have you ever felt the need to suppress opinions in a multicultural course? 2. Is it ever appropriate to make a critical judgement about someone's cultural values? 3. What does it mean to be culturally competent? Presentation of the actual grid resulting from the use of the Rogerian rubric should inspire critical conversation about the development of more effective multicultural curricula.

Timothy Quiñones
Yvonne V. Wells
Suffolk University

Emotional Responses to Racism as Predictors of Coping Style

This study seeks to explore which coping styles are employed by Black Americans in the face of racial discrimination, in particular those coping styles that are predicted by experiencing anger, anxiety, and empowerment. Multiple regressions will be conducted on the responses of 312 participants from a national online survey study in order to gain a better understanding of how these emotional responses to racism impact the coping strategies Black Americans use in response to pervasive encounters with racism.

Noor Tahirkheli
La Tina J. Watson
University of Massachusetts Boston

Predictors of Mental Health Outcomes among Asian American College Students

This study examined the relationship between potential risk factors for mental health among 491 Asian American college students (racism, family conflict, internalization of model minority stereotype) and mental health outcomes (depressive and anxiety symptoms). Implications of the findings for culturally-informed interventions and policy for Asian American college students are discussed.

Usha Tummala-Narra
Eun Jeong Yang
Alyssa Alfonso
Erjing Cui
Ziyi Xiu
Boston College

Jenny Phan
Refugee Trauma and Resilience Center at Boston Children's Hospital

Diverse Charter Schools: Reversing the Tide of School Segregation

A team of researchers from Teachers College, Columbia University embarked on a study to examine the internal and external policies of 21 intentionally diverse charter schools across the nation, hoping to uncover the mechanisms that allow for successful racial and socioeconomic integration. Our findings illuminated a range of inventive practices within schools, such as discipline policies, classroom integration, and differentiated instruction, to name a few. Externally, we identified federal, state, and local policies governing charter schools, and identified practices that help schools achieve their diversity goals. Across our research sample, diversity stood front and center in the schools' missions, and largely drove much of the decision-making for school leaders.

Amy Wang
Matthew M. Gonzales
Teachers College, Columbia University