

Diversity Challenge

Presenter Schedule: Final

Institute for the Study and Promotion of Race and Culture (ISPRC)

DIVERSITY CHALLENGE 2016: FRIDAY SCHEDULE

- 8:15am-9:00am** **Registration and Continental Breakfast**
Murray Room, Yawkey Center
- 9:00am-9:15am** **Welcome/Announcements**
- 9:30am-11:00am** *Concurrent Session I*

INDIVIDUAL PRESENTATIONS

Intersection of Prejudice and School Discipline	
9:30-11:00am	<p>1A. Martin, Chris – St. Ambrose University; & Levchak, Charisse – Central Connecticut University</p> <p style="text-align: center;"><i>Implicit Racial Bias in Teacher-Student Interactions and Outcomes</i></p>
	<p>1B. Fallon, Lindsay; Doherty Kurtz, Kathryn; & Mueller, Marlana – University of Massachusetts, Boston</p> <p style="text-align: center;"><i>A Literature Review of Culturally and Contextually Relevant School Discipline Practices: Linking Results to Action</i></p>
	<p>1C. Taylor, Joanna – Brandeis University</p> <p style="text-align: center;"><i>Finding A Path Forward: Girls Of Color Reflect On Suspensions' Impact On Their School Trajectories</i></p>

Supporting the Unique Needs of Marginalized Students	
9:30-11:00am	<p>2A. St. Louis, Gemima; Callwood, Sade; & Indorewalla, Khushnoo – William James College; & Gomez, Sheila; & Roizner, Monica – MA Society for Prevention of Cruelty to Children</p> <p style="text-align: center;"><i>The PATHWAYS Program: Promoting Urban Students' Academic and Psychosocial Well-Being through Trauma-Informed, School-Based Mental Health Interventions</i></p>
	<p>2B. Austin, Arica – William James College</p> <p style="text-align: center;"><i>Ethnic Identity Development and the Effects of Perceived Discrimination on Academic Achievement and Psychological Well-Being among METCO and Boston Public Schools Students</i></p>
	<p>2C. Li, Chieh; Kruger, Louis; Kimble, Edward; Kalyani, Krishnan; & Aki, Gina – Northeastern University</p> <p style="text-align: center;"><i>A Holistic Approach to Educating English Language Learners (ELLs) of Color</i></p>

Supporting the Health of the Whole Person	
9:30-11:00am	<p>3A. Khan, Marina T. – University of Missouri – Kansas City</p> <p style="text-align: center;"><i>The Movement Towards Integrated Health Care: Perceptions from Vulnerable, Underserved Populations</i></p>
	<p>3B. Bradford, Adam – VA Sierra Nevada Health Care</p> <p style="text-align: center;"><i>Treating Patients from the "Cultural Humility" Perspective</i></p>
	<p>3C. Dale, Sannisha – Harvard Medical School</p> <p style="text-align: center;"><i>Coping Strategies Used by Black Women Living with HIV in the United States to Cope with Trauma, Racism, HIV Stigma, and Gender- related Stressors</i></p>

STRUCTURED DISCUSSIONS

Engaging Students Through Innovative Curriculum	
9:30-11:00am	1. Siler, Donald – University of St. Joseph <i>The Art of Teaching – Aesthetic Engagement of Black Male Students</i>
	2. Washington, Aryssa; Morgan, Tranese; Jacobs, Lauren; & Page, Cassandra – Regent University <i>Strategic Thinking, Social Justice and Empowerment: A Curriculum for Intervening in the School to Prison Pipeline</i>

WORKSHOPS

9:30-11:00am	<p>Clark-Hoey, Karen – Springfield College School of Social Work</p> <p><i>A Unique Approach to Addressing Educational Needs of Refugee and Immigrant Youth in Central Massachusetts: A Model of a Single School-Based Approach to Serving the Foreign-Born in the City of Worcester.</i></p> <p>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.</p>
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<p>9:30-11:00am</p>	<p>Fauci, Jennifer; & Goodman, Lisa – Boston College</p> <p><i>Heads & Hearts: A Storytelling Approach to Teaching about Oppression in College Classrooms</i></p> <p>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.</p> <p style="text-align: right;">*CEs offered (1.5)</p>
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SYMPOSIUM

<p>9:30-11:00am</p>	<p>Leider, Christine; Martins, Melanie – Boston University; Lopez- Schmitt, Glenda – Prospect Hill Academy; Ferreira Lins E Silva, Camilla – Boston Public Schools; & Ross, Molly – Malden Public Schools</p> <p><i>Stop the Deficit: How do we honor and value bilingual individuals in the United States?</i></p> <p>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 linguistic, 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.</p>
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11:00am-11:10am

BREAK

11:10am-11:15am

Welcoming Remarks

INVITED PANEL	
11:15am-12:45pm	<p>JuanCarlos Arauz, Ed.D., – E3 – Education, Excellence and Equity</p> <p><i>Cultural Resilience: Assessing the Brilliance of Your Students</i></p> <p>Riché J. Daniel Barnes, Ph.D. – Endicott College</p> <p><i>Raising the Race: Black Career Women Redefine Marriage, Motherhood, and Community</i></p> <p style="text-align: right;">*CEs offered (1.5)</p>

POSTER SESSION I NETWORKING LUNCHEON

12:45pm-1:45pm
MURRAY ROOM / YAWKEY CENTER

Cyril, Khadijah – University of Rhode Island

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

Davis, Teresa – University of Rhode Island

Reports of risky behavior: Parent monitoring in Black Southern Families

Forte, Mayte; & O'Donovan, Kiera – University of Massachusetts, Boston

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

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

Perspectives on Sexual Violence Among Immigrant-Origin Women

Jackson, Lynda – Trinity Washington University

Girl! It's Gonna Take More Than Hard Work: Minority women's success factors

Lucien, Rosalind – Chestnut Hill College

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

Maroney, Meredith; & Roberts, Tangela – University of Massachusetts, Boston

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

O'Donovan, Kiera; & Forte, Mayte – University of Massachusetts, Boston

Cultural Variations in Social Cognition: Ethnic Identity and Emotional Perception

Phan, Jenny; & Cardeli, Emma – Boston Children's Hospital

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

Tummala-Narra, Usha; Yang, Eun Jeong; Sagherian Michael; Alfonso, Alyssa; Cui, Erjing; Phan, Jenny; Racine, Sam; & Xiu, Ziyi – Boston College

Predictors of Mental Health Outcomes among Asian American College Students

2:00pm-3:30pm

Concurrent Session II

INDIVIDUAL PRESENTATIONS

Examining Whiteness on the Individual and Systemic Levels	
2:00-3:30pm	1A. Ford, Demetrius – Center for Law, Health & Justice <i>Unhealthy White Racial Identities at Traditional White Colleges (TWC), Racial Profiling & Racial Trauma</i>
	1B. Atzmon, Thaddeus; & Ortiz, Stephanie – Texas A&M University <i>Reproducing the White Racial Frame: A Content Analysis of United States History Books Used on College Campuses</i>
	1C. Foster, Eric; & Hudson, Sa-kiera – Harvard University <i>Changing Definitions of Whiteness: Macro and Micro System Implications</i>

Targeting Discrimination in Work, School and Healthcare	
2:00-3:30pm	2A. Pitcan, Mikaela; & Park-Taylor, Jennie – Fordham University <i>Hiring Discrimination and Automated Hiring Decisions</i>
	2B. Bullock, Kim; Vargas-Collins, Debbie; Finley, GeNita – Georgetown School of Medicine; & Wright-James, Simona – HSC Health Care System <i>Implicit Bias and Transforming Perceptions: A Strategy to Improve Systems and Person-Centered Care</i>
	2C. Mock, Matthew – John F. Kennedy University <i>The Promise of Today for Tomorrow: Addressing the Mental Health Needs of Ethnically and Racially Diverse College Students</i>

Promoting Cultural Identity in Educational Settings	
2:00-3:30pm	<p>3A. Núñez, Amy – Indiana University</p> <p style="text-align: center;"><i>Striving for Graduate Degrees: Latino/a Undergraduates Share Their Perceptions of Graduate School</i></p>
	<p>3B. Hussain, Shadab – Stanford University</p> <p style="text-align: center;"><i>Promoting Bicultural Efficacy to Support Psychological Adjustment in Bicultural College Students</i></p>
	<p>3C. Sprague Martinez, Linda – BU School of Social Work</p> <p style="text-align: center;"><i>Nuestro Futuro Saludable Applied Inquiry and Action: Engaging Middle School Youths of Color in Critical Service-Learning</i></p>

STRUCTURED DISCUSSIONS

Anti-Racist Initiatives In Boston Public Schools	
2:00-3:30pm	<p>1. Montano, Esta; Henninger, Troy; Grannum, Tristen; Mathieu, Anthony; & DeLuca, Elvira – Boston Latin Academy</p> <p style="text-align: center;"><i>Bringing Change to Boston Latin Academy</i></p> <p>2. Scanlan, Martin – Boston College; & Herman, Erica; Montes, Catalina; Joseph, Sara; Lafferty, Lauren; & Lopez, Nicolás – Gardner Pilot Academy</p> <p style="text-align: center;"><i>Community Schools: Building Anti-racist and Anti-oppressive Partnerships</i></p>

WORKSHOPS

2:00-3:30pm	<p>Williams, Wendi – Bank Street College of Education; & Harris, Neil; Kesson, Kathleen; & Walsh, Colleen – Long Island University</p> <p><i>Parallel Processes: Ethnoviolence, Trauma, and Self-other Care in Teacher Preparation</i></p> <p>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?</p> <p style="text-align: right;">*CEs offered (1.5)</p>
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2:00-3:30pm	<p>Martin, Staci – Portland State University; & Burbach, Jessica Hopson – Portland Youth Builders</p> <p><i>Nurturing Hope in a Culturally Responsive Classroom</i></p> <p>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.</p>
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<p>2:00-3:30pm</p>	<p>White, Ebony; & Walo-Roberts, Sailume – Montclair State University</p> <p><i>Historical Trauma and Post Traumatic Stress Disorder: What If It's Not 'Post'?</i></p> <p>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.</p>
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3:30pm-3:45pm BREAK

<p>INVITED PANEL</p>	
<p>3:45-5:15pm</p>	<p>Belle Liang, Ph.D. – Boston College</p> <p><i>Understanding Youth Purpose Across Contexts: The Need for Qualitative and Mixed-Methods Approaches</i></p> <p>Amy Cook, Ph.D. – University of Massachusetts, Boston; & Alveena Shah – Program Performance and Evaluation Manager, YWCA Boston</p> <p><i>Re-Envisioning School-Family-Community Partnerships</i></p> <p style="text-align: right;">*CEs offered (1.5)</p>

DIVERSITY CHALLENGE 2016: SATURDAY SCHEDULE

- 8:15am-9:00am** **Registration and Continental Breakfast**
Murray Room, Yawkey Center
- 9:00am-9:15am** **Welcome / Announcements**
- 9:30am-11:00am** *Concurrent Session III*

INDIVIDUAL PRESENTATIONS

Culturally Responsive Programming to Support Minority Youths	
9:30-11:00am	1A. Washington, Aryssa; Page, Cassandra; Voltmer, Amy; & Brown, Courtney – Regent University <i>Intellectual Character: When the Classroom and Culture Collide</i>
	1B. Andaluz Ruiz, Berenice – Indiana University <i>Supporting Dual Language Immersion Programs as a Step towards Inclusive Learning</i>

Black Voices Combatting Racism	
9:30-11:00am	<p>2A. Balogun-Mwangi, Oyenike; & Cook, Elizabeth – Northeastern University; & Weber, Amanda – Boston College</p> <p style="text-align: center;"><i>Dark-Skinned Girls Speak Out Against Colorism via Hashtag “UnfairandLovely”: Examining Youth Activism Through the Lens of One Social Media Campaign</i></p>
	<p>2B. Fitzgerald, Terence – University of Southern California</p> <p style="text-align: center;"><i>Invisible: 21st Century Black Male Perspectives on Racism, Control, & Education</i></p>
	<p>2C. Brown, Jr., Ernest – Wright State University</p> <p style="text-align: center;"><i>Afrocentric Identity Development and Positive Regard in the Treatment of Black Youth</i></p>

Engaging Youths in Social Justice	
9:30-11:00am	<p>3A. Gecker, Whitney – Boston University</p> <p style="text-align: center;"><i>Engaging Young People in Municipal Youth Councils: Is Social Inequality Reduced or Perpetuated?</i></p>
	<p>3B. Wietzychowski, Stephanie – Nova Southeastern University</p> <p style="text-align: center;"><i>An Evaluation of School-Based Suicide Prevention Programs with an Emphasis on Culture</i></p>

STRUCTURED DISCUSSIONS

Considering the Whole Person: Assessment & Interventions in Education	
9:30-11:00am	<ol style="list-style-type: none">1. O'Donnell, Kristen; Houston, Brittany; Guerra, Martha; & Fullen, Chrystal – Our Lady of the Lake University <i>Culturally Competent Assessment to Guide the Education of Youth</i>2. Magaldi, Danielle – Lehman College, CUNY; & Park-Taylor, Jennie – Fordham University <i>Discovering the Inner in Inner City Youth: Mindfulness and Urban Education</i>

Activism in Higher Education	
9:30-11:00am	<ol style="list-style-type: none">1. Yaghoubi, Isra; McMullen, Daveon; Friedlander, David; Rangamannar, Ramya; Hughes, Maggie; & Altavilla, Sonia – University of Hartford <i>Grassroots Rising: Student-Led Diversity Assessment & Advocacy at the Doctoral Level</i>2. Gonzales, Matthew; Williamson, Patrick Gladston; Reyes, Adriana; Chaise, Christina; Scott-McLaughlin, Randolph II; & Herbert, Amelia – Teachers College <i>In The Mizzou Era: A Blueprint for Graduate Student Activism at PWIs</i>

Dialogues on Whiteness in Higher Education	
9:30-11:00am	<p>1. Durand, Tina; Kim, Grace; McDonough, Kathleen; Jones, Sheridan; Le, Linda; & Thomas, Kyra – Wheelock College</p> <p style="text-align: center;"><i>Problematizing Safe Spaces: A Conversation between College Students and Faculty</i></p> <p>2. Massey, Michael – Virginia Commonwealth University</p> <p style="text-align: center;"><i>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.</i></p>

WORKSHOPS

9:30-11:00am	<p>Forster-Brotten, Cassandra; & Wills, Rachel – DePaul University</p> <p style="text-align: center;"><i>Take Back the Halls: Whole Person Intervention Through Teen Dating Violence Prevention</i></p> <p>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.</p>
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<p>9:30-11:00am</p>	<p>St. Jean, Martha – Teachers College</p> <p><i>The Power of Our Words: Using Mentoring to Disrupt Negative Discourse</i></p> <p>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.</p>
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<p>9:30-11:00am</p>	<p>Wong, Catherine; Blustein, David; Madden, Paul; & Vera Cruz, Anne – Boston College; & Atwell, Ebony – Boston University; & Bellamy, Lesly – Bunker Hill Community College; & Bufford, Christopher; & Jethro-Enedouwa, Ezra – Urban Science Academy; & Phillips, Lori – Stonehill College</p> <p><i>We Got This! Social Justice through STEM = College/Career [Re] Frame</i></p> <p>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_{STEM}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.</p> <p style="text-align: right;">*CEs offered (1.5)</p>
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<p>9:30-11:00am</p>	<p>George, Susan – Regent University; & Delano, Frank – Professional Package Training</p> <p><i>Empowering Individuals and Families Involved in the Child Welfare System</i></p> <p>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.</p>
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11:00am-11:10am BREAK

11:10am-11:15am Remarks

<p>INVITED PANEL</p>	
<p>11:15am-12:45pm</p>	<p>Phillipe Copeland, Ph.D., LICSW – Boston University School of Social Work</p> <p><i>Free Our Minds: Mass Incarceration and Mental Health</i></p> <p>Gabe Weinreb – TRAP House</p> <p><i>TRAP House: Recognizing Talent and Redirecting Purpose</i></p> <p style="text-align: right;">*CEs offered (1.5)</p>

POSTER SESSION II NETWORKING LUNCHEON

12:45pm-1:45pm

MURRAY ROOM / YAWKEY CENTER

Bell, Tyronn – University of Indianapolis

Addressing Barriers to Success for Academically Talented African American Males

Brown, Courtney; Hunter, Joy; & Jenkins, Maura – Regent University

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

Escuder, Christina – Carlos Albizu University

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

Giacalone, Christine; & Meteyer, Karen – Rivier University

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

Hagler, Matthew; & Rubin, Rachel – University of Massachusetts, Boston

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

Javed, Suzanna – Teacher's College

Categorization and Co-Existence

Mock, Matthew – John F. Kennedy University

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

Park, Deanna – Alliant International University

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

Pierre, Jessica Yanick – William James College

Transgenerational Transmission of Trauma in Haitian Families

Publico, Sheena Balolong – Alliant International University

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

Quinones, Timothy; & Wells, Yvonne – Suffolk University

Applying a Rogerian Rubric to Narratives of Multicultural Trainees

Tahirkheli, Noor; Watson, La Tina J; & Abdullah, Tahirah. – University of Massachusetts, Boston

Emotional Responses to Racism as Predictors of Coping Style

Wang, Amy; & Gonzales, Matthew – Teachers College

Diverse Charter Schools: Reversing the Tide of School Segregation

2:00pm-3:30pm

Concurrent Session IV

INDIVIDUAL PRESENTATIONS

Bringing the Social Justice Lens to Curricula	
2:00-3:30pm	1A. Sprague Martinez, Linda – BU School of Social Work <i>Engaging Youths of Color in Applied Science Education and Public Health Promotion</i>
	1B. Morizio, Laura; & Cook, Amy – University of Massachusetts, Boston <i>Dialogic Reading for Social-Emotional Development: A Skill-Building Curriculum</i>
	1C. Zamudio, Laura; & Gil, Indira – Florida International University <i>Social Justice Through Mathematics: The Algebra Project</i>

Training Teachers to Use a Critical Lens in the Classroom	
2:00-3:30pm	2A. Bennett, Jacob – University of Virginia <i>Complacent to Critical: How a White Teacher Became Cognizant of White Privilege</i>
	2B. Call Cummings, Meagan; & Hauber-Ozer, Melissa – George Mason University <i>The Long-Lasting, Far-Reaching Benefits of Training Pre-Service Teachers in PAR</i>
	2C. LeClere, Allison – Indiana University <i>An Innovative Approach to Building Cultural Competency among Tomorrow's Teachers</i>

Dire Risks: Youths in the Criminal Justice System	
2:00-3:30pm	<p>3A. Bridges, Shenay – DePaul University</p> <p style="text-align: center;"><i>Stereotype Threat: A Matter of Life and Death?</i></p>
	<p>3B. Okupa, Edith – Restoration Project International</p> <p style="text-align: center;"><i>Focusing on Social System and Community-based Interventions Effective in the Reduction of Recidivism</i></p>
	<p>3C. Stamateris Flaherty, Catherine; Field, Brittany; Crosby, Katherine Sue; Glaser, Brian; & Calhoun, Georgia – University of Georgia</p> <p style="text-align: center;"><i>Challenges to Evidence-Based Interventions with Youth Offenders</i></p>

Cultivating Supportive School Environments	
2:00-3:30pm	<p>4A. Jean-Felix, Fabiola – William James College</p> <p style="text-align: center;"><i>Developing a School-Based Integrative Academic Mentorship Program: The I-AM Project</i></p>
	<p>4B. Wang, Amy; & Gonzales, Matthew – Teachers College</p> <p style="text-align: center;"><i>Diverse Charter Schools: Reversing the Tide of School Segregation</i></p>
	<p>4C. Brown, Courtney; Jenkins, Maura; Washington, Aryssa; George, Susan; & Page, Cassandra – Regent University</p> <p style="text-align: center;"><i>Minority Educational Inequity: A Proposed Revolution Through Psychosocial Humility</i></p>

STRUCTURED DISCUSSIONS

Facing Racism in Our Schools: Addressing the Consequences of Discrimination on Children	
2:00-3:30pm	<ol style="list-style-type: none"> 1. Park-Taylor, Jennie; Carter, Steven; Litsey, Cambria; & Sonnabend, Lauren Ann – Fordham University <i>Triple Stereotype Threat: Test Performance, Learning and Motivation</i> 2. Martin-Jearld, Anna – Bridgewater State University <i>What to Say to Children About Experiences of Discrimination and Injustice</i>

Graduate Students of Color Navigating Campus Environments	
2:00-3:30pm	<ol style="list-style-type: none"> 1. Bines, Derrick; & Rojas-Arauz, Bryan – University of Oregon <i>Paying it Forward: The Mentoring Role of Graduate Students of Color</i> 2. Cloud, Violette; Avila, Justina; Rieger, Rebecca; Solis, Isabel; & Lopez, Gabriela – University of New Mexico <i>Navigating Institutional Racism and Improving Campus Climate: Culturally Diverse Graduate Students Breaking the Mold</i>

WORKSHOPS

2:00-3:30pm	<p>Franklin, A.J.; & Weber, Amanda – Boston College; & Collier, Sheena; & Seeder, Andrew – Boston Promise Initiative</p> <p style="text-align: center;"><i>The Value of Out-Of-School Time Programs and Partner Organizations on Youth Development</i></p> <p>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.</p> <p style="text-align: right;">*CEs offered (1.5)</p>
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2:00-3:30pm	<p>Mock, Matthew – John F. Kennedy University</p> <p style="text-align: center;"><i>Psychologists and Mental Health Professionals Outside In: Working Effectively Across Cultures Beyond Our Own</i></p> <p>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”.</p> <p>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.</p>
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3:30pm-3:45pm BREAK

INVITED PANEL	
3:45-5:15pm	<p>Catherine Grega Boucher; Crystal Colon; Dianne Garrett; Katie Knuppel; Sonja Robinson – The Buckley School, Manhattan; & D'Anne Lewis – Grace Church School, Manhattan; & Jason Craig Harris – Friends Seminary, Manhattan</p> <p style="text-align: center;"><i>Will Perseverance and Grit Pay Off? Our School's Journey Toward Change</i></p> <p>This Panel, comprised of diverse racial, cultural and professional perspectives, illuminates concrete examples of how cultural responsiveness emerges amongst faculty and in the classrooms of a traditional K-9 school. Presenters will speak for 10-12 minutes from their unique perspective on what it is like being on the front lines with students and trying to create a culturally responsive classroom. Presenters will also describe their experience trying to increase cultural responsiveness amongst faculty, parents, and administration.</p> <p>Diversity work requires patience, teamwork, communication, and intellectual vigor. This Panel examines the incremental steps that lead to systemic change over years of committed, often challenging effort and collaboration. Theory and research are of course important, for they inform our thinking, however our experience reveals that we must savor the gradual nature of change; over time it can yield commitment, participation, and the building of trusted relationships, which are the essential ingredients for educating youths, not widgets.</p> <p style="text-align: right;">*CEs offered (1.5)</p>

5:30pm-7:00pm

CLOSING NETWORKING RECEPTION AND CELEBRATION

Featuring:

COMPLIMENTARY COCKTAIL HOUR AND HOT & COLD BUFFET

