Importance of Student's Perceived Value and its Effects on Learning

Mariah Wooldridge, MA NCC
Kayla Tatum-Sharp, MA NCC

Purpose

https://bit.ly/2OkuApW

The purpose of this presentation is to address the social and identity-based concerns that minority students face in the school environment, and address how these can be challenged to promote students' perceived value, mental health, and safe learning spaces using evidence-based practices. There are steps that school staff members and administrators can take to help eliminate these challenges for our students so that all students feel safe in our classrooms, as well as ways to partner with parents and guardians to encourage student success.

Objectives

➔ Attendees will be able to describe how marginalization affects students and their learning.

➔ Attendees will be able to describe understanding of three social inequities in the school environment.

➔ Attendees will know two ways to foster safe learning environments for all students

Why is it important?

Evidence-based research

Anecdotal evidence

Relevance

Quality of Life

Community Impacts

What do we mean when we say "perceived value"?

Activity

What is Marginalization? Privilege?

Who is typically marginalized?

mar·gin·al·i·za·tion
/ˌmärjənələˈzāSHən, ˌmärjənəˌlīˈzāSHən/

noun

treatment of a person, group, or concept as insignificant or peripheral.

priv·i·lege
/ˈpriv(ə)lij/ ◄»

noun

1. a special right, advantage, or immunity granted or available only to a particular person or group of people.

Definitions from Merriam-Webster Dictionary

Social Inequities

May go unaddressed

Shamed for participating in activities related to ethnic groups

Microaggressions

Tokenism

Isolated

Social mistreatment

(Strauss & Pollack, 2003; Dupper, Forrest-Bank, & Lowry-Carusillo, 2015; D'hondt, Eccles, Houtte, & Stevens, 2016)

How does this impact learning?

Symptoms

On an individual level:

Disinterested in school

Low graduation rates

Issues with psychological adjustment

Disorders

Suicidality

Homelessness

Substance use

Self-worth

(Gummadam, Pittman, & Iofe, 2016; Joyce, 2015)

On a community/system level:

Reduction in school funding
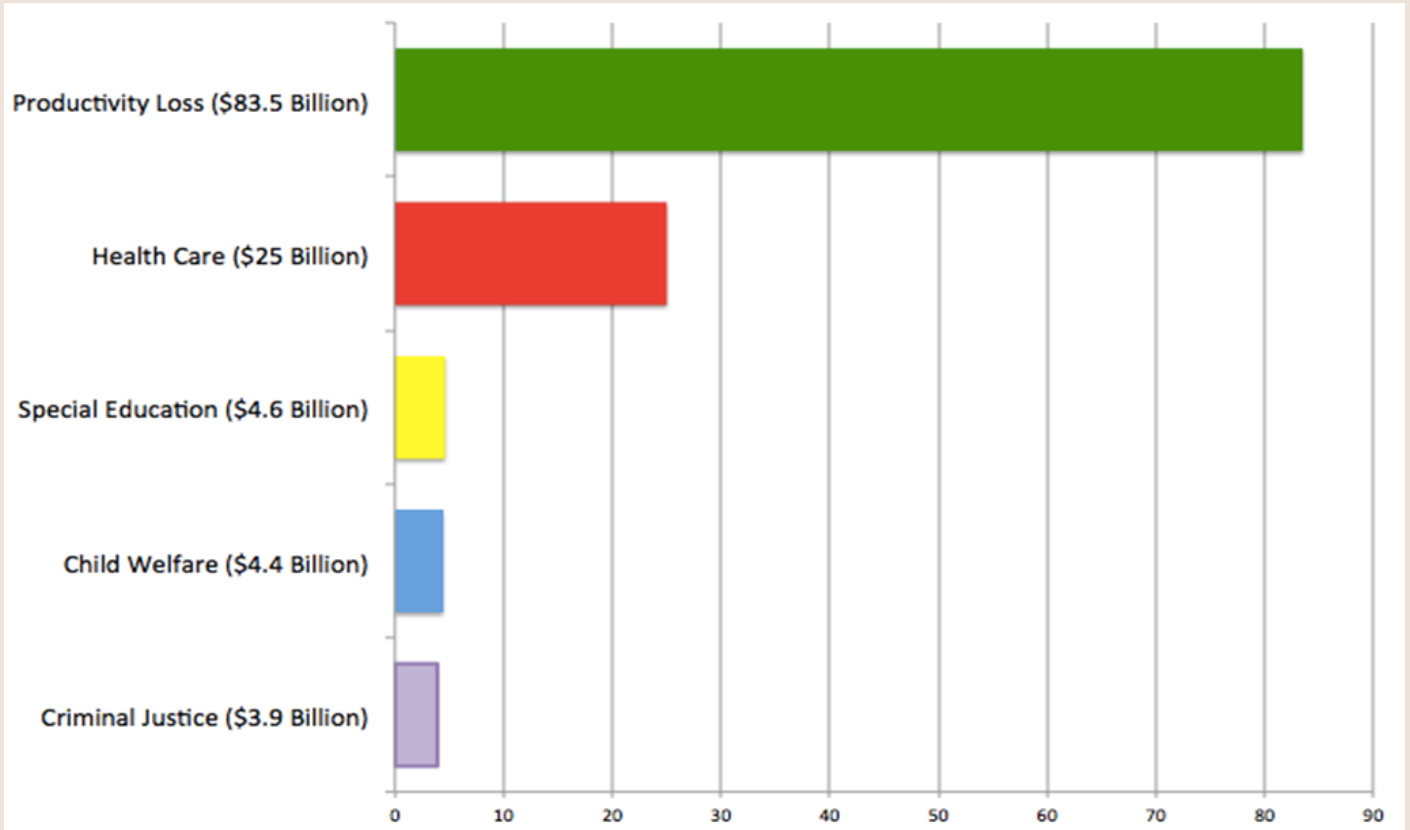
Less educated population

Perpetuates inequality

Physical and mental health issues and treatment

Higher rates of poverty

And… COST

Cost

Special Consideration:

Political Countertransference

Countertransference, which occurs when a therapist transfers emotions to a person in therapy, is often a reaction to transference, a phenomenon in which the person in treatment redirects feelings for others onto the therapist.

(Chi-Ying Chung, Bemak, & Grabosky, 2011)

How can we create safer learning environments?

Inclusive Language & Other inclusive topics

1. Edit your assumptions

2. Play it safe with pronouns

3. Ditch ableist language

4. Ignore criticism

(Kassab, n.d.)

School Connectedness

School environment

       Teachers, principals, administrators

       School policy

Academic outcomes

Lower health risks

Lower rates of suicide attempts

(Joyce, 2015; Marraccini & Brier, 2017; Denny et al., 2016)

Mental Health Prevention Programs

Mindfulness strategies in the school

Mental health workers in school

Psychoeducation to teachers and parents

Mentorship programs

Physical activities

(Montañez et al., 2015; Toomey & Anhalt, 2016)

Questions? Discussion?

https://bit.ly/2OkuApW

Mariah Wooldridge, MA NCC
mariah.wooldridge@mcnabb.org

Kayla Tatum-Sharp, MA NCC
kayla.tatum-sharp@mcnabb.org

References

Adriaanse, M., Doreleijers, T., Domburgh, L., & Veling, W. (2016). Factors associated with psychiatric symptoms and psychiatric disorders in ethnic minority youth. European Child & Adolescent Psychiatry, 25(10), 1067–1079.

Baysu, G., Phalet, K., & Brown, R. (2014). Relative group size and minority school success: The role of intergroup friendship and discrimination experiences. British Journal of Social Psychology, 53(2), 328–349.

Chi-Ying Chung, R., Bemak, F., & Grabosky, T. K. (2011). Multicultural-Social Justice Leadership Strategies: Counseling and Advocacy with Immigrants. Journal for Social Action in Counseling & Psychology, 3(1), 86–102.

Denny, S., Lucassen, M. F. G., Stuart, J., Fleming, T., Bullen, P., Peiris-John, R., Utter, J. (2016). The Association Between Supportive High School Environments and Depressive Symptoms and Suicidality Among Sexual Minority Students. Journal of Clinical Child and Adolescent Psychology: The Official Journal for the Society of Clinical Child and Adolescent Psychology, American Psychological Association, Division 53, 45(3), 248–261.

D'hondt, F., Eccles, J., Houtte, M., & Stevens, P. (2016). Perceived Ethnic Discrimination by Teachers and Ethnic Minority Students' Academic Futility: Can Parents Prepare Their Youth for Better or for Worse? Journal of Youth & Adolescence, 45(6), 1075–1089.

Dupper, D. R., Forrest-Bank, S., & Lowry-Carusillo, A. (2015). Experiences of Religious Minorities in Public School Settings: Findings from Focus Groups Involving Muslim, Jewish, Catholic, and Unitarian Universalist Youths. Children & Schools, 37(1), 37–45.

Gummadam, P., Pittman, L. D., & Ioffe, M. (2016). School belonging, ethnic identity, and psychological adjustment among ethnic minority college students. Journal of Experimental Education, 84(2), 289–306.

Joyce, H. D. (2015). School Connectedness and Student-Teacher Relationships: A Comparison of Sexual Minority Youths and Their Peers. Child

Kassab, M. (n.d.) Inclusive Language in Four Easy Steps. Harvard Extension School Blog. Retrieved from https://www.extension.harvard.edu/ professional-development/blog/inclusive-language-four-easy-steps.ren & Schools, 37(3), 185–192.

Marraccini, M. E., & Brier, Z. M. F. (2017). School connectedness and suicidal thoughts and behaviors: A systematic meta-analysis. School Psychology Quarterly: The Official Journal of the Division of School Psychology, American Psychological Association, 32(1), 5–21.

Montañez, E., Berger-Jenkins, E., Rodriguez, J., McCord, M., & Meyer, D. (2015). Turn 2 Us: Outcomes of an Urban Elementary School-based Mental Health Promotion and Prevention Program Serving Ethnic Minority Youths. Children & Schools, 37(2), 100–107.

Strauss, R. S., & Pollack, H. A. (2003). Social marginalization of overweight children. Archives of Pediatrics & Adolescent Medicine, 157(8), 746–752.

Toomey, R. B., & Anhalt, K. (2016). Mindfulness as a coping strategy for bias-based school victimization among Latina/o sexual minority youth. Psychology of Sexual Orientation and Gender Diversity, 3(4), 432–441.