It's not that they're big, it's just that they're Black: Understanding narratives regarding suspension and expulsion for Black boys

Scott L. Graves Jr., PhD

Agenda

1. Where are we

2. How did we get here

3. Why I chose this topic to present today

4. Study with the Add Health Dataset

5. Study with the ECLS-K Dataset (Yes, I'm actually going to talk about Early Childhood)

6. Next Steps

Where are we?

Early Childhood Behavioral Issues

Preschool discipline

Racial disparities in discipline begin in the earliest years of schooling. Black students represent 18% of preschool enrollment, but 42% of preschool students suspended once, and 48% of students suspended more than once.
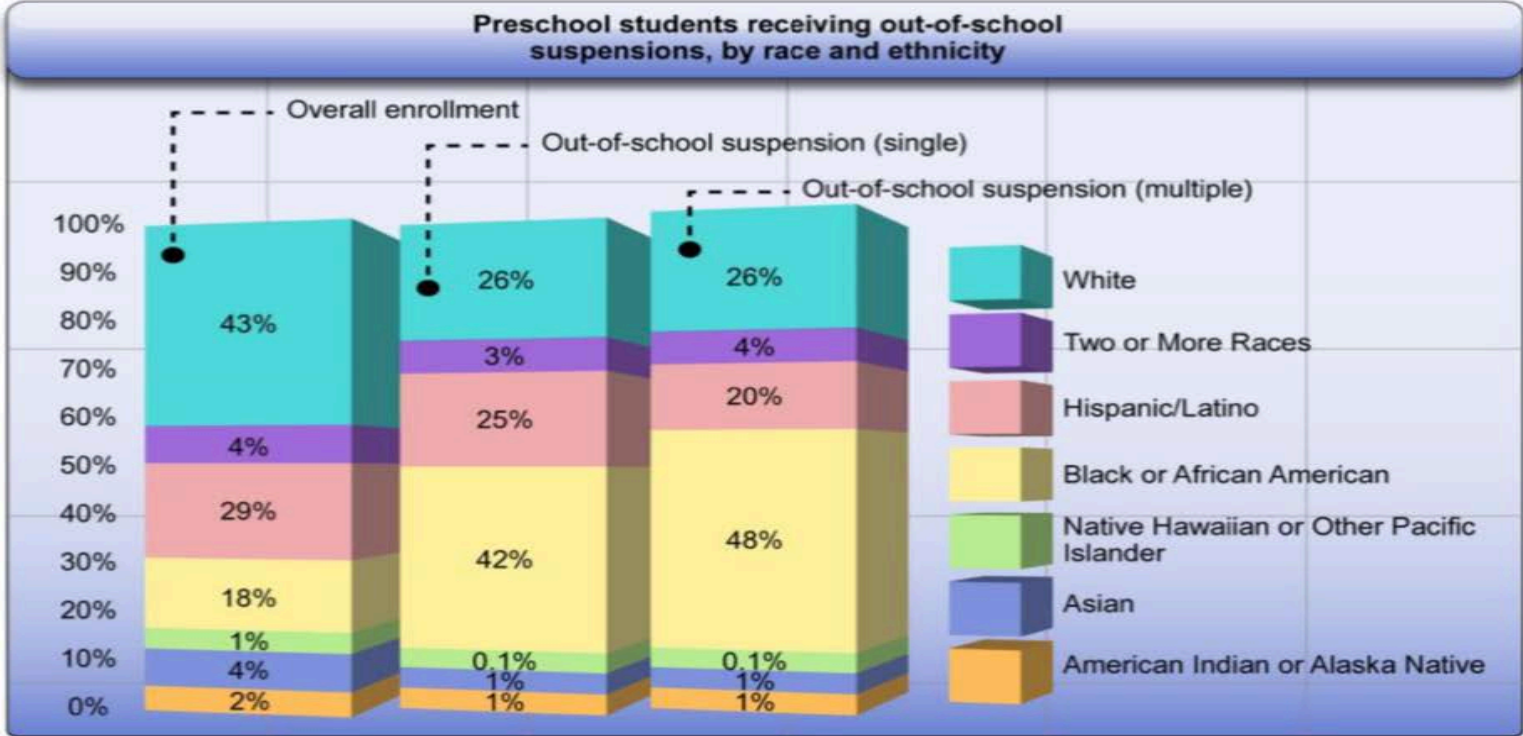
NOTE: Preschool suspensions were collected for the first time in the 2011–12 CRDC. Detail may not sum to 100% due to rounding. Figure represents 99% of schools with preschool students enrolled. It also represents over 1 million preschool students, nearly 5,000 students suspended once, and over 2,500 students suspended more than once.

Preschool students receiving out-of-school suspensions, by race and ethnicity

Overall enrollment

Out-of-school suspension (single)

Out-of-school suspension (multiple)

| Race/Ethnicity	Overall enrollment	Single	Multiple
White	43%	26%	26%
Two or More Races	4%	3%	4%
Hispanic/Latino	29%	25%	20%
Black or African American	18%	42%	48%
Native Hawaiian or Other Pacific Islander	1%	0.1%	0.1%
Asian	4%	1%	1%
American Indian or Alaska Native	2%	1%	1%

Yale Preschool Study

- Walter Gilliam and colleagues from the Yale Child Study Center focused on implicit teacher bias in preschool settings.

- Researchers found that many preschool teachers have personal perceptions or biases about children and their behaviors based on gender, race, and physical size.

- This teacher bias appears to be associated, in part, with the teacher's own race, and leads to the discrimination of boys, especially boys who are Black and physically larger.

Implicit bias may help explain high preschool expulsion rates for black children

By Bill Hathaway | SEPTEMBER 27, 2016

Track the eyes: Which students are teachers watching?

black girls
10%

black boys
42%

white girls
13%

white boys
34%
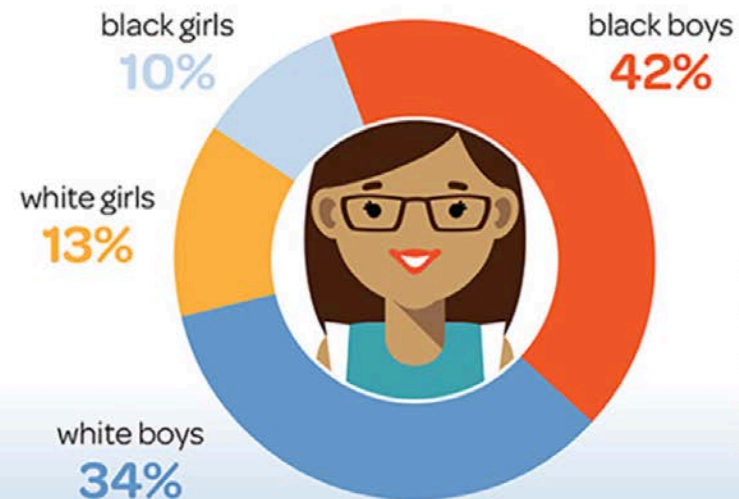
Preschool teachers tend to more closely observe blacks than whites, especially black boys, when challenging behaviors are expected.

Gilliam Study cont.

- Conducted at an Early Childhood Research Conference
- Intro Blurb
  - We are interested in learning about how teachers detect challenging behavior in the classroom. Sometimes this involves seeing behavior before it becomes problematic. The video segments you are about to view are of preschoolers engaging in various activities. Some clips may or may not contain challenging behaviors. Your job is to press the enter key on the external keypad every time you see a behavior that could become a potential challenge.
- Each video included four children: a black boy and girl and a white boy and girl.

- **Here's the deception: There was no challenging behavior.**

- While the teachers watched, eye-scan technology measured the trajectory of their gaze. Gilliam wanted to know: When teachers expected bad behavior, who did they watch?
  - "What we found was exactly what we expected based on the rates at which children are expelled from preschool programs," Gilliam says. "Teachers looked more at the black children than the white children, and they looked specifically more at the African-American boy."

Gilliam Study cont.

- Here's another key finding: Some teachers were also given information about the disruptive child's home life, to see if it made them more empathetic:

- Blurb
  - [CHILD] lives with his/her mother, his/her 8- and 6-year-old sisters, and his/her 10-month-old baby brother. His/her home life is turbulent, between having a father who has never been a constant figure in his/her life, and a mother who struggles with depression but doesn't have the resources available to seek help. During the rare times when his/her parents are together, loud and sometimes violent disputes occur between them. In order to make ends meet, [CHILD's] mother has taken on three different jobs, and is in a constant state of exhaustion. [CHILD] and his/her siblings are left in the care of available relatives and neighbors while their mother is at work.

- Teachers who received this background did react more empathetically, lowering their rating of a behavior's severity — but only if the teacher and student were of the same race.

- As for white teachers rating black students or black teachers rating white students.
  - "If the race of the teacher and the child were different and [the teacher] received this background information, **severity rates skyrocketed**," Gilliam says. "And the teachers ended up feeling that the behavioral problems were hopeless and that very little could be done to actually improve the situation."

Gilliam cont. (Initial Work)

- In a nationally study of pre- kindergarten expulsion, Gilliam (2005) found that in a sample of 4,000 preschool classrooms from 40 states, 10.4% of preschool teachers reported that at least one child had been removed from their classrooms because of behavioral disruption during the past 12 months.

- More than one third of the teachers reported having expelled at least one preschool child in the past 12 months. This rate of preschool expulsion in Massachusetts was 27.4 per 1,000 whereas the K-12 rate was .8 per 1,000.

How did we get here?

The Black Male Stereotype

- Conveyed by a society than the actual dynamics of crime.

- In American society, a prevalent representation of crime is that it is overwhelmingly committed by young Black men.

- Subsequently, the familiarity many Americans have with the image of a young Black boys as a violent and ***menacing street thug .*** This images is at the heart of American's identity.

- Reputation of Black Boys has been overwhelmingly defined by beliefs about predispositions toward criminality that can be traced back to the enslavement of Africans in the United States.

Ex: NY Stop and Frisk Fallacy

- **The likelihood a stop of an African American New Yorker yielded a weapon was half that of white New Yorkers stopped.**
  - The NYPD uncovered a weapon in one out every 49 stops of White New Yorkers. By contrast, it took the Department 71 stops of Latinos and 93 stops of African Americans to find a weapon.

- **The likelihood a stop of an African American New Yorker yielded contraband was one-third less than that of white New Yorkers stopped.**
  - The NYPD uncovered contraband in one out every 43 stops of White New Yorkers. By contrast, it took the Department 57 stops of Latinos and 61 stops of African Americans to find contraband.

New York City Population
Census 2010

New York City Police Stops
2011 Stop-and-Frisk

Black 23.4%
White, Asian, Native American 47.3%
Latino 29.3%
13.3%
33.7%
53.0%
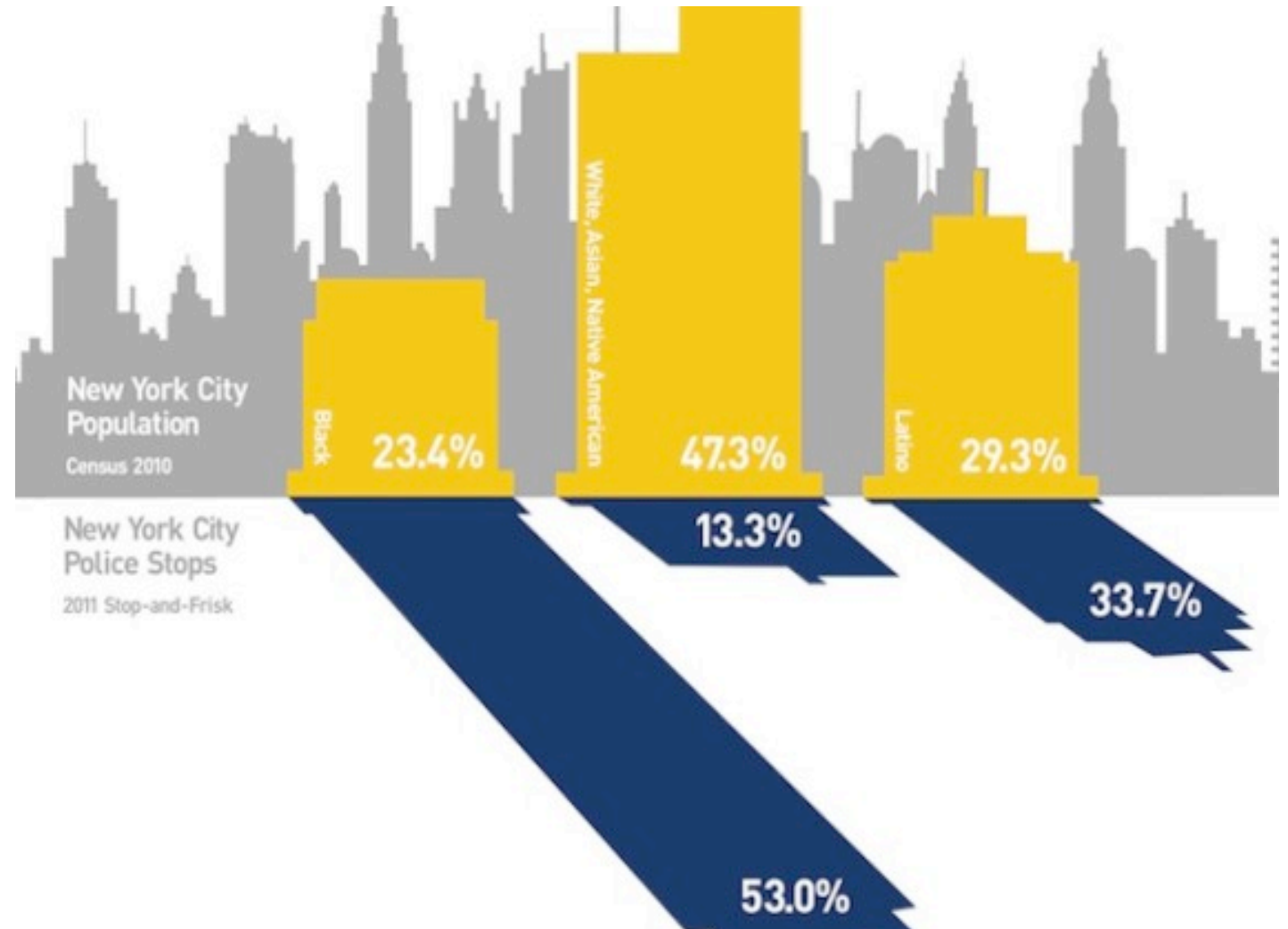
This same is true for School Behavioral issues

- Across a number of studies examining whether Black students are referred to the office for behaviors that might be considered more severe, racial and ethnic differences in severity of behavioral referrals tend to be minimal, or occur in more interactive or subjective (rather than more serious) categories of infraction.

- Despite higher rates of school suspensions for Black, Latino, and Native American students, there appear to be few racial differences in the offenses most likely to lead to zero tolerance policy violations (e.g., drugs, alcohol, weapons).

- In an analysis of middle school disciplinary referrals, White students were referred to the office significantly more frequently for more observable, objective offenses (e.g., *smoking*, *vandalism*), while Black students were referred more for behaviors requiring subjective judgment (e.g., *disrespect*, *excessive noise*)

The Equity Project at Indiana University

SUPPLEMENTARY PAPER I:

ARE BLACK KIDS WORSE?
MYTHS AND FACTS ABOUT RACIAL DIFFERENCES IN BEHAVIOR

A SUMMARY OF THE LITERATURE

March 2014

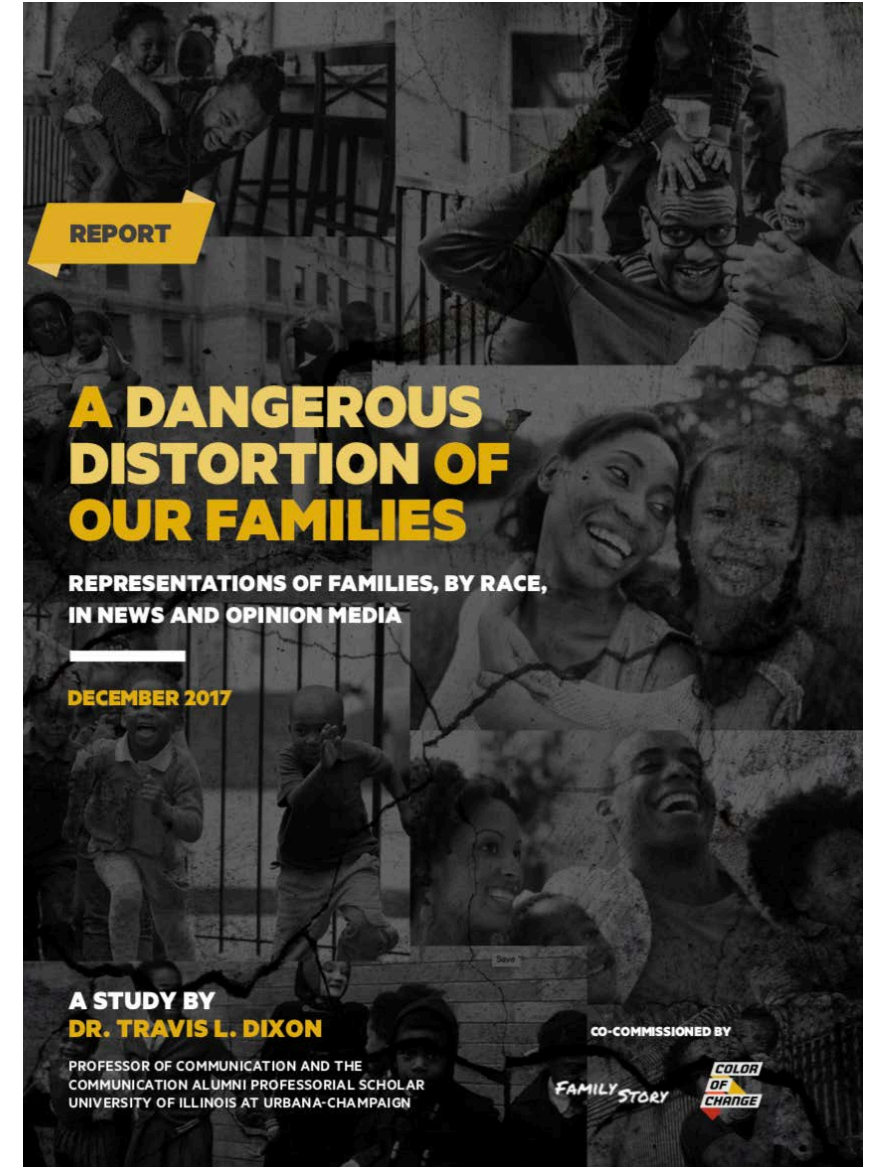Russell J. Skiba, Ph.D.
Equity Project at Indiana University

Natasha T. Williams
Equity Project at Indiana University

Television

- The findings of the study indicate that news and opinion media do, in fact, perpetuate inaccurate representations of Black families across several different areas of coverage.

- Overall, the findings show that news and opinion media outlets **routinely and inaccurately portray** Black families as sources of social *instability* in society and portray White families as sources of social *stability* in society, irrespective of facts to the contrary.

Key Findings

- **First**, news and opinion media overwhelmingly portray families living in poverty as being Black families rather than White families, contrary to fact.

- **Second**, news and opinion media exaggerate the proportion of families receiving welfare who are Black while also wrongly attributing the use of (and need for) government programs to laziness, dependency or dysfunction, contrary to fact.

- **Third**, news and opinion media incorrectly depict Black fathers as uninvolved or not present in the lives of their children, inaccurately suggesting that Black fathers abandon their children and that Black mothers make bad decisions about family structures and/or relationships.

- **Fourth**, news and opinion media significantly overrepresent the association between Black families and criminality while significantly underrepresenting White families' association with criminality, distorting the overall picture of crime and those who commit crime.

REPORT

A DANGEROUS DISTORTION OF OUR FAMILIES

REPRESENTATIONS OF FAMILIES, BY RACE, IN NEWS AND OPINION MEDIA

DECEMBER 2017

A STUDY BY
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CO-COMMISSIONED BY

FAMILY STORY   COLOR OF CHANGE

TV cont.

Viewer Ethnicity Matters: Black Crime in TV News and Its Impact on Decisions Regarding Public Policy

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University of Utah

Andrew Weaver
Indiana University

Travis Dixon
University of California, Los Angeles

Content analyses have consistently documented the disproportionate portrayal of Black Americans as criminals in the news. This experiment examines the impact of such portrayals on consumers by investigating the relationship between viewer ethnicity, viewing Black criminal suspects in the news, and beliefs related to public policy. Participants viewed a 30-minute local newscast containing crime stories featuring a majority of Black suspects, White suspects, or no crime stories. Those exposed to crime stories featuring a majority of Black suspects were more likely to rate a nondescript inmate as personally culpable (i.e., unable to be rehabilitated). An interaction between participant ethnicity and treatment condition revealed that ethnic minority group members who view a majority of Black criminals demonstrated significantly lower police support than other participants. These data suggest a complex relationship between exposure to Black crime, racial/ethnic-group membership, and crime-related perceptions and have implications for priming and spreading activation.

- viewing a majority of Black criminal suspects was linked to higher ratings of personal culpability when compared to those who viewed no crime stories.
    - In other words, local television news which featured a majority of Black criminals led to the belief that an unrelated, nondescript criminal suspect was less likely to be able to be rehabilitated.

- Our data also indicated that women were more likely than men to make dispositional attributions, regardless of exposure to the prime when evaluating the crime suspect.

VOGUE

Perfect Fit
DRESSING FOR EVERY SHAPE FROM SIZE 0 TO 16

Plus
87
Swimsuits to Flatter Every Figure

You Are (Not) What You Eat
Debunking Diet Myths

NO-EXERCISE DIET
What Happens When You Quit the Gym

THE POWER OF AN HOUR
How Fast Can You Get Fit?

SHAPE ISSUE
Secrets of the Best Bodies
GISELE & LeBRON + the World's Top Models and Star Athletes

KING KONG

Depreciating the Life of 7 year Black Boys

Fake bullet wound painted on second-grader angers mom

Updated Oct 17, 2019;Posted Oct 16, 2019

Amonn Jackson, 7, attends Phillips Academy.

- It looked so real in person, that it looked like something happened," said his mother, Zakiya Milhouse, who shared a photo of her son on Facebook with the makeup.

- After Milhouse shared the photo of her son on social media, she received an apologetic call from the principal. "He said this was unacceptable," she said.

- She also spoke to the teacher, who apologized, she said. "He didn't think it was a real big deal," she said. "He said he did paint on different kids, such as black eyes. He said was going to take it out of his lesson plan."

- Milhouse acknowledged that she had given permission for the use of makeup in drama class. The teacher sent permission forms home with students making parents aware of the unit and requesting permission to put makeup on students.

- "Birmingham City Schools is aware of an image posted by a parent on social media depicting a wound on a student's head. The student was participating in a theater class unit on stage, film, and special effects. Students were asked if they would like the makeup on their hands or faces, and this student chose his face. **Students are never forced to participate, and they had the option to skip a design**.

So What Does This Lead To?

Black Boys as Threatening

Does Seeing Faces of Young Black Boys Facilitate the Identification of Threatening Stimuli?

Andrew R. Todd, Kelsey C. Thiem, and Rebecca Neel
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Abstract

Pervasive stereotypes linking Black men with violence and criminality can lead to implicit cognitive biases, including the misidentification of harmless objects as weapons. In four experiments, we investigated whether these biases extend even to young Black boys (5-year-olds). White participants completed sequential priming tasks in which they categorized threatening and nonthreatening objects and words after brief presentations of faces of various races (Black and White) and ages (children and adults). Results consistently revealed that participants had less difficulty (i.e., faster response times, fewer errors) identifying threatening stimuli and more difficulty identifying nonthreatening stimuli after seeing Black faces than after seeing White faces, and this racial bias was equally strong following adult and child faces. Process-dissociation-procedure analyses further revealed that these effects were driven entirely by automatic (i.e., unintentional) racial biases. The collective findings suggest that the perceived threat commonly associated with Black men may generalize even to young Black boys.

- Presentations of Black male faces— whether of adults or children—primed the detection of threatening objects (i.e., guns) and increased accessibility of threat-related words.

- These racial biases were driven entirely by differences in automatic processing with no differences in estimates of controlled processing.

- The collective findings, therefore, support the hypothesis that youth sustains, rather than attenuates, race-based threat associations.

Dehumanization of Black Boys

The Essence of Innocence: Consequences of Dehumanizing Black Children

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Carmen Marie Culotta
The Pennsylvania State University

Natalie Ann DiTomasso
The University of Pennsylvania

The social category "children" defines a group of individuals who are perceived to be distinct, with essential characteristics including innocence and the need for protection (Haslam, Rothschild, & Ernst, 2000). The present research examined whether Black boys are given the protections of childhood equally to their peers. We tested 3 hypotheses: (a) that Black boys are seen as less "childlike" than their White peers, (b) that the characteristics associated with childhood will be applied less when thinking specifically about Black boys relative to White boys, and (c) that these trends would be exacerbated in contexts where Black males are dehumanized by associating them (implicitly) with apes (Goff, Eberhardt, Williams, & Jackson, 2008). We expected, derivative of these 3 principal hypotheses, that individuals would perceive Black boys as being more responsible for their actions and as being more appropriate targets for police violence. We find support for these hypotheses across 4 studies using laboratory, field, and translational (mixed laboratory/field) methods. We find converging evidence that Black boys are seen as older and less innocent and that they prompt a less essential conception of childhood than do their White same-age peers. Further, our findings demonstrate that the Black/ape association predicted actual racial disparities in police violence toward children. These data represent the first attitude/behavior matching of its kind in a policing context. Taken together, this research suggests that dehumanization is a uniquely dangerous intergroup attitude, that intergroup perception of children is underexplored, and that both topics should be research priorities.

Keywords: dehumanization, racial discrimination, police bias, intergroup processes, juvenile justice
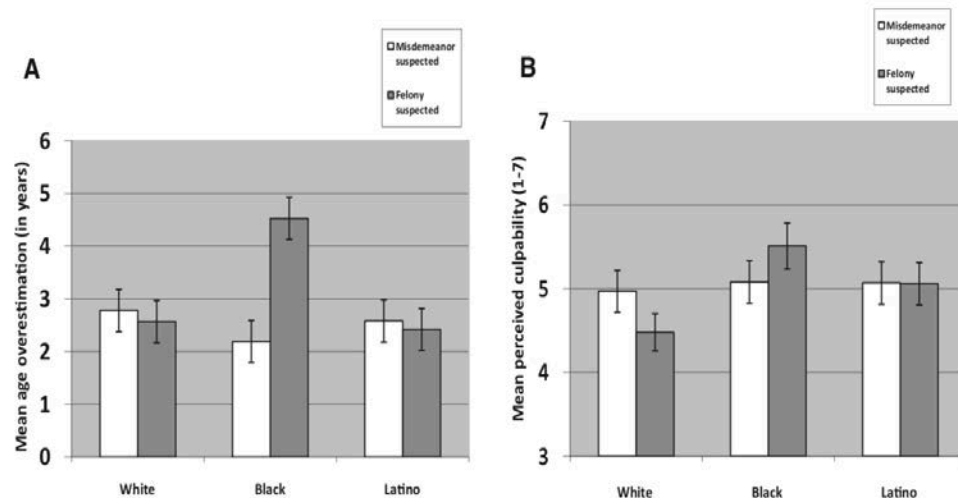
Figure 1. A: Participants' average age estimation accuracy for child suspects of different races (Study 2). B: Participants' average culpability rating for child suspects of different races (Study 2). Error bars represent standard errors.

- Provides evidence that Black children are afforded the privilege of innocence to a lesser extent than children of other races.

- Black boys are seen as more culpable for their actions (i.e., less innocent) within a criminal justice context than are their peers of other races. In addition, Black boys are actually misperceived as older relative to peers of other races.

- Further, the above research provides evidence that, in undergraduate and police populations, these racial disparities are predicted by the implicit dehumanization of Blacks. These findings demonstrate that dehumanization of Blacks not only predicts racially disparate perceptions of Black boys but also predicts racially disparate police violence toward Black children in real-world settings.

- Lastly implicit dehumanization can facilitate these racial discrepancies. Participants who were primed with dehumanizing associations for Blacks showed a reduced belief in the essential distinction between Black children and Black adults. This loss of essentialism led to decreased perceptions of the innocence of Black boys. In policing contexts, this loss of protections may result in violent outcomes.

- Researchers found that tall black men are especially likely to receive unjustified attention from police.
  - At 5'4", police stopped 4.5 black men for every white man,
  - At 5'10", police stopped 5.3 black men for every white man.
  - At 6'4", police stopped 6.2 black men for every white man.

- The second study featured 318 participants who looked at photographs of 16 young men—eight white and eight black—from two perspectives: Above the target (which makes one look short) and below (which makes one look tall). They rated each photograph using adjectives related to both threat and competence.

- The appearance of being taller made white men seem more competent, and thus less threatening, the researchers report. But for black men, being taller made targets more threatening, and thus less competent.

For Black men, being tall increases threat stereotyping and police stops

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Edited by Jennifer A. Richeson, Yale University, New Haven, CT, and approved January 24, 2018 (received for review August 22, 2017)

Height seems beneficial for men in terms of salaries and success; however, past research on height examines only White men. For Black men, height may be more costly than beneficial, primarily signaling threat rather than competence. Three studies reveal the downsides of height in Black men. Study 1 analyzes over 1 million New York Police Department stop-and-frisk encounters and finds that tall Black men are especially likely to receive unjustified attention from police. Then, studies 2 and 3 experimentally demonstrate a causal link between perceptions of height and perceptions of threat for Black men, particularly for perceivers who endorse stereotypes that Black people are more threatening than White people. Together, these data reveal that height is sometimes a liability for Black men, particularly in contexts in which threat is salient.

racial stereotyping | height | threat | person perception | intersectionality

"When you deal with the police, you must be careful. You are big and they will automatically see you as a threat." — *Charles Coleman, Jr. (6'4" Black attorney/writer), quoting his mother*

Charles Coleman, Jr. evoked his mother's warning when he wrote about Eric Garner, an unarmed man choked to death by police. Garner was both Black and 6'3" tall. Coleman highlights the perils of "occupying a Black body that is inherently threatening," arguing that tall Black men receive disproportionate attention from police officers (1). This argument evokes the "black brute" archetype, which portrays Black men as apelike savages who use their imposing physical frame to threaten others (2, 3). Although Black men face stereotypes of aggression and threat (4–6), tall Black men may find themselves perceived as especially threatening.

The idea that height has negative consequences contrasts with previous psychological research on height in men, which argues that taller is better. Research finds that tall men seem healthier, more intelligent, more successful, and more physically attractive (7–9). Tall men also stand a greater chance of being hired (10), making more money (11, 12), gaining promotions (13, 14), and winning leadership positions (7, 15).

However, this research almost exclusively explores perceptions of White men (Table S1), who are already positively stereotyped as competent and intelligent (16, 17). On the other hand, Black men are negatively stereotyped; they are seen as hostile, aggressive, and threatening (e.g., refs. 17–20) and are associated with guns (4, 5). For Black men, height may be more often interpreted as a sign of threat instead of competence.

Thus, being tall may not be inherently good or bad for men. Instead, the accessibility of other traits, such as competence and threat, may influence how people interpret height. Classic work in social psychology demonstrates similar effects: Whether a target is initially described as "warm" or "cold" changes how people interpret the target's other traits (e.g., intelligent, industrious) (21). Considerable research demonstrates that Black men are specifically stereotyped as physically threatening and imposing (22, 23). For this reason, height may impact judgments of threat more strongly for Black men than for White men.

The Present Research

In three studies, we test whether taller Black men are judged as more threatening than shorter Black men and than both taller and shorter White men. We first examined whether New York City police officers disproportionately stopped and frisked tall Black men from 2006 to 2013 (study 1). We then investigated whether height increases threat judgments more for Black men than for White men by manipulating height both visually (study 2) and descriptively (study 3).

Cultural Stereotypes Pilot

Before conducting these three studies, we first conducted a pilot examining participants' knowledge of cultural stereotypes, testing whether participants endorse knowledge of stereotypes that tall Black men are seen as especially threatening and tall White men are seen as especially competent. Results showed that cultural stereotypes of threat are increased by tallness more for Black targets than for White targets and, conversely, that cultural stereotypes of competence are increased by tallness more for White targets than for Black targets. Full reporting for this pilot is provided in *Pilot Study: Cultural Stereotypes About Height and Race*; a graph summarizing the results is shown in Fig. S1.

Results

Study 1: New York Police Department Stop-and-Frisk. In 2013, Judge Shira Scheindlin of the Federal District Court in New York ruled that the New York Police Department's (NYPD's) stop-and-frisk program was unconstitutional because of its clear history of racial discrimination (24). Black and Hispanic people faced disproportionate odds of being stopped by police officers, despite the fact that this "racial profiling" was ineffective. In study 1 we

> **Significance**
>
> Young Black men are stereotyped as threatening, which can have grave consequences for interactions with police. We show that these threat stereotypes are even greater for tall Black men, who face greater discrimination from police officers and elicit stronger judgments of threat. We challenge the assumption that height is intrinsically good for men. White men may benefit from height, but Black men may not. More broadly, we demonstrate how demographic factors (e.g., race) can influence how people interpret physical traits (e.g., height). This difference in interpretation is a matter not of magnitude but of meaning: The same trait is positive for some groups of people but negative for others.

Two Strikes: Race and the Disciplining of Young Students

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Abstract

There are large racial disparities in school discipline in the United States, which, for Black students, not only contribute to school failure but also can lay a path toward incarceration. Although the disparities have been well documented, the psychological mechanisms underlying them are unclear. In two experiments, we tested the hypothesis that such disparities are, in part, driven by racial stereotypes that can lead teachers to escalate their negative responses to Black students over the course of multiple interpersonal (e.g., teacher-to-student) encounters. More generally, we argue that race not only can influence how perceivers interpret a specific behavior, but also can enhance perceivers' detection of behavioral patterns across time. Finally, we discuss the theoretical and practical benefits of employing this novel approach to stereotyping across a range of real-world settings.
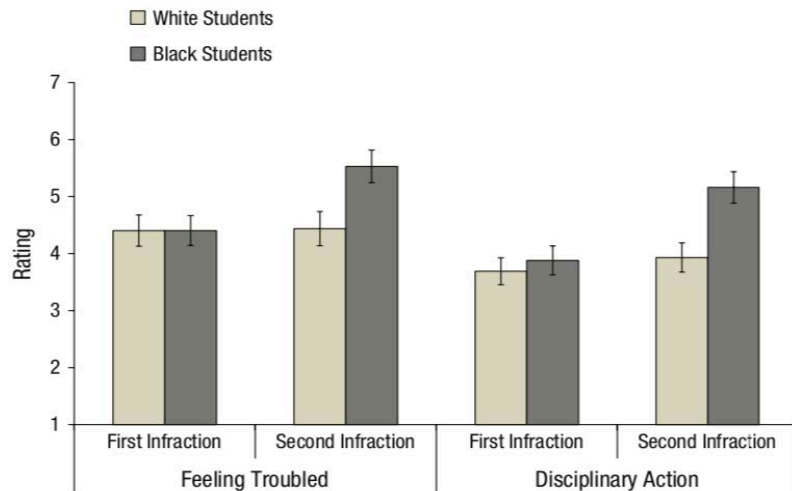
Fig. 1. Results from Study 1: mean ratings of how troubled teachers felt by students' misbehavior (left) and how severely they felt students should be disciplined (right) as a function of number of infractions and student race. Error bars represent standard errors.

Black Boys aren't redeemable

- The authors provided participants with disciplinary records for students with either stereotypical white or black names, each detailing two episodes of petty insubordination. They then asked the teachers to describe how "troubled" they felt (degree of irritation, the perceived severity of the infraction, and how great a hindrance they felt it would be to their teaching).

  - When a student with a stereotypically Black name had a second minor transgression, those surveyed felt significantly more troubled, more likely to recommend a harsher punishment, and more likely to deem him a "troublemaker" than after his first disruption. None of this proved true in the case of white students.

- The second experiment replicated the conditions of the first, with an addition element. Teachers were now asked whether they could imagine suspending the hypothetical students at some point in the future.

  - As in the previous trial, an obvious racial distinction emerged, and the teachers were far more likely see themselves suspending students with names like DeShawn or Darnell. The Black student's misbehavior was significantly more likely than the White student's misbehavior to be perceived as indicative of a pattern,

Making Black Boys a Physical Threat

Racial Bias in Judgments of Physical Size and Formidability: From Size to Threat

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University of Toronto

Black men tend to be stereotyped as threatening and, as a result, may be disproportionately targeted by police even when unarmed. Here, we found evidence that biased perceptions of young Black men's physical size may play a role in this process. The results of 7 studies showed that people have a bias to perceive young Black men as bigger (taller, heavier, more muscular) and more physically threatening (stronger, more capable of harm) than young White men. Both bottom-up cues of racial prototypicality and top-down information about race supported these misperceptions. Furthermore, this racial bias persisted even among a target sample from whom upper-body strength was controlled (suggesting that racial differences in formidability judgments are a product of bias rather than accuracy). Biased formidability judgments in turn promoted participants' justifications of hypothetical use of force against Black suspects of crime. Thus, perceivers appear to integrate multiple pieces of information to ultimately conclude that young Black men are more physically threatening than young White men, believing that they must therefore be controlled using more aggressive measures.

- in which people were shown a series of color photographs of white and black male faces of individuals who were all of equal height and weight. The participants were then asked to estimate the height, weight, strength and overall muscularity of the men pictured.

- Participants judged the black men to be larger, stronger and more muscular than the white men, even though they were actually the same size

- Participants also believed that the black men were more capable of causing harm in a hypothetical altercation and that police would be more justified in using force to subdue them, even if the men were unarmed."

- Size bias was most pronounced for the men whose facial features looked the most stereotypically black.

So why did I choose this topic?

ARTICLES

Are We Neglecting African American Males: Parental Involvement Differences Between African American Males and Females During Elementary School?

Scott Graves

Abstract The purpose of this study is to ascertain if there are differences in levels of involvement between parents of African American males and females at school entry. In addition, measures of parental involvement will be examined to determine how they relate to academic achievement in 3rd grade. Data for this project was derived from the Early Childhood Longitudinal Study–Kindergarten–Third grade (ECLS-K) longitudinal file. Through the use of logistic and multiple regression techniques, results from this study suggest that gender differences in parental involvement are present in elementary school. Implications will be discussed in terms of increasing African American achievement and future research.

Keywords African American · Parent involvement · ECLS-K

Ethnic Differences in Social-Emotional Development in Preschool: The Impact of Teacher Child Relationships and Classroom Quality

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Bowling Green State University

Carollee Howes
University of California at Los Angeles

Drawing from the National Center for Early Development and Learning (NCEDL) Multi-State Study of Prekindergarten and the State-Wide Early Education Programs Study (SWEEP), this study examined the effects of classroom and teacher variables on social-emotional development in prekindergarten. Results indicated that prekindergarten teachers rated males significantly higher in behavioral problems and lower in social competence than females. However, when teacher-child ethnic match was taken into consideration these differences were not present. In contrast to existing evidence, African American males in particular were no more likely to have teachers who report behavior problems than their Latino and White male peers. Implications for the prevention of behavioral problems are discussed.

Keywords: preschool, social-emotional development, teacher-child ethnic match

Differences in Parent and Teacher Ratings of Preschool Problem Behavior in a National Sample
The Significance of Gender and SES

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Jamilia Blake
Texas A&M University, College Station, USA
Eun Sook Kim
University of Southern Florida, Tampa, USA

Previous research has demonstrated that informant disagreement is common with the use of rating scales to assess problem behavior in school-age populations. However, much less is known about this phenomenon in preschool populations. This is important because the accurate assessment of problem behavior in preschool is complex due to the rapid developmental shifts during this period. As such, the purpose of this study was to assess the prevalence of students at risk of behavior problems and to see whether these problems varied as a function of informant and ecological characteristics. Using the Behavior Assessment System for Children–Second Edition, we analyzed parent and teacher ratings for 320 preschool children. Results indicated that parent and teacher ratings were very similar, with males being rated as more at risk of having attention problems and social skill deficits in comparison with females. No differences were noted in at-risk status by ethnic group membership. Conversely, significant and consistent parent and teacher ratings were noted by socioeconomic status (e.g., parent education level). Implications are discussed for the prevention of problem behavior in preschool.

Keywords: behavior problems; preschool; interrater agreement

For One Thing…. I used to

Then I got led Away

Contemp School Psychol (2016) 20:84–92
DOI 10.1007/s40688-015-0058-6

The Effects of Check-In/Check-Out on Kindergarten Students in an Urban Setting

Adriana Sobalvarro · Scott L. Graves Jr. · Tammy Hughes

Published online: 23 June 2015
© California Association of School Psychologists 2015

Abstract The purpose of this project was to investigate the effectiveness of Check-in/Check-out (CICO), a targeted behavioral intervention, on reducing the problem behaviors of kindergarten students in an urban setting. Participants were referred by their teacher for exhibiting disruptive classroom behaviors, which resulted in classroom removal. Results indicate that CICO led to a reduction in off-task behaviors and an increase of on-task behavior for both students. This study provides support for the practicality of school support personnel as the primary interventionist using CICO.

Keywords Behavior intervention · Kindergarten students · Urban students

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WILEY

RESEARCH ARTICLE

A mixed-methods study of a social emotional curriculum for Black male success: A school-based pilot study of the Brothers of Ujima

Scott L. Graves Jr. | Candice Aston

Abstract
The purpose of this study is to evaluate the effects of a social emotional learning curriculum, *Brothers of Ujima*, for children at risk for being referred for placement in emotional and behavioral support classrooms. The *Brothers of Ujima* is a strength-based culturally relevant intervention for African American boys aged 10–14.

KEYWORDS
Afrocentric, Black male, racial identity

NASP School Psychology Forum: RESEARCH IN PRACTICE

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The Effects of the Mystery Motivator Intervention in an Urban Classroom

Amirah Beeks
Scott Graves Jr.
Duquesne University

Examining the Effectiveness of a Culturally Adapted Social-Emotional Intervention for African American Males in an Urban Setting

Scott L. Graves Jr., Adriana Herndon-Sobalvarro, Kayla Nichols, Candice Aston, Alison Ryan, Adam Blefari, Kerry Schutte, Andrea Schachner, Lindsey Vicoria, and Darius Prier
Duquesne University

Keywords: African American males, urban schools, social-emotional learning

This leads to Race Related Stress

Race Related Stress

August 22, 2018

APA Launches Video on Race-Related Stress

First in series bringing psychological science to dialogues on race

WASHINGTON — The American Psychological Association has produced a video entitled "Racism in America" aimed at promoting dialogue on the complex issues associated with race-related stress.

"As experts on human behavior, psychologists have a unique perspective that can inform a critical analysis of race relations, leading to discussions that promote critical thinking, broaden one's perspective and increase empathy," said Tiffany G. Townsend, PhD, senior director of APA's Office of Ethnic Minority Affairs. "Healthy dialogue is necessary to face and eventually bridge the nation's racial divide."

"Racism in America" is the first in a series of videos under the rubric Facing the Divide. The series aims to bring psychological science into conversations regarding the connections among race, racism and health. Future videos will focus on police-community interactions, microaggressions and the impact of race-related stress on children.

This first video in the series features a cross-section of people of color — all psychologists or doctoral students in psychology — talking about the toll that pervasive, institutionalized racism has had on them, their families and other people of color in America. For example, Jessica Jackson, MA, a doctoral candidate at New Mexico State University, remembers her first day in a high school honors English class when "the teacher asked me if I was in the wrong room. I said no ... And so she said, 'No, this is an honors class, I don't think you're in the right room.'" Jackson was in the right room but says she consistently got lower grades than everybody else in the class, to the point that her mother had to intervene with the teacher. "And I felt that it left a stain on me," she adds in the video. "In every educational endeavor, I need to prove that I need to be there."

Camara Jones, PhD, of the Morehouse School of Medicine, talks about the strong connection between race and social class, noting that it's not "just a happenstance" that there are more people of color than white people living in poverty in America. "If I had a magic wand and could eliminate poverty across this land and across all groups, I would do it today," she says. "But if I did that without addressing the background mechanism[s] of institutionalized racism that were deliberately put in place to shunt different populations into

How does this relate to Children

- The rates of anxiety, depression, and behavior disorders among black children doubled over the course of several decades.

- The researchers found a gradual change in the racial patterning of rates of psychiatric disorders across three cohorts of black and white children.

  - The results were especially striking for anxiety disorders. Specifically, blacks in the oldest cohort (born 1957 to 1969) reported lower rates of childhood anxiety disorders than whites.

  - The black-white rates were similar in the middle group, those born 1957 to 1969.

  - But in the youngest group, born between 1983 and 1991, black participants reported higher rates of childhood anxiety disorders.

Original Contribution

Prevalence and Patterning of Mental Disorders Through Adolescence in 3 Cohorts of Black and White Americans

Patricia Louie* and Blair Wheaton

* Correspondence to Patricia Louie, Department of Sociology, Faculty of Arts and Science, University of Toronto, 725 Spadina Avenue, Toronto, ON M5S 2J4, Canada (e-mail: patricia.louie@mail.utoronto.ca).

The tendency for US blacks to report similar or lower rates of mental disorder than whites is well-established. However, whether these disparities are stable across cohorts of black and white Americans is not well understood. In the current study, we examined black-white differences in the lifetime prevalence of *Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition*, mood, anxiety, impulse control, and substance use disorders and any mental disorders across 3 cohorts of blacks and whites aged 4–18 years. Using merged data from the National Comorbidity Survey Replication (2001–2003) and the National Comorbidity Survey Adolescent Supplement (2001–2004), we observed a change in the black-white patterning of mental disorder between 1957 and 2004. Blacks born during 1957–1969 reported lower rates of anxiety disorders than their white counterparts (odds ratio (OR) = 0.69, 95% confidence interval (CI): 0.52, 0.91); blacks born during 1970–1982 reported no difference in the rates of anxiety disorders relative to whites (OR = 0.97, 95% CI: 0.76, 1.25); and blacks born during 1983–1991 reported higher rates of anxiety disorders than whites (OR = 1.30, 95% CI: 1.18, 1.43). Similar but less distinct trends were observed for mood disorders, impulse control disorders, and any disorders. Our results suggest that the black-white patterning of mental disorder in the United States has changed across cohorts, to the disadvantage of black Americans.

birth cohort; blacks; black-white disparities; cohort change; mental disorders; whites

Racial Disparities Seen for Black Children Age 5-12 in Youth Suicide

- The study, published Monday in the journal JAMA Pediatrics and based on an analysis of suicide rates among children aged 5 to 17 between 2001 and 2015,

- Suicide rates were 42 percent lower overall among black youths than white youths.
  - **But among children aged 5 to 12, black children had a significantly higher incidence of suicide than white children**. From 13 to 17, the suicide rate was lower among black children than white children.

- [2]

Research Letter | FREE |

July 2018

Age-Related Racial Disparity in Suicide Rates Among US Youths From 2001 Through 2015

Jeffrey A. Bridge, PhD[1,2,3]; Lisa M. Horowitz, PhD, MPH[4]; Cynthia A. Fontanella, PhD[2]; et al

≫ Author Affiliations | Article Information

Suicide rates in the United States have traditionally been higher among white than black individuals across all age groups.[1] However, suicide rates increased from 1993 to 1997 and 2008 to 2012 among black children aged 5 to 11 years (from 1.36 to 2.54 per million) and decreased among white children of the same age (from 1.14 to 0.77 per million).[2] The existing literature does not adequately describe the extent of age-related racial disparities in youth suicide, and understanding racial differences is critical to developing targeted prevention efforts. Therefore, we compared age-specific suicide rates between black and white youths from 2001 through 2015.

Most recent study shows this trend is worsening

Trends of Suicidal Behaviors Among High School Students in the United States: 1991–2017

Michael A. Lindsey, PhD, MSW, MPH,[a,b] Arielle H. Sheftall, PhD,[c,d,e,f] Yunyu Xiao, MPhil,[a,b] Sean Joe, PhD, MSW[g]

abstract

OBJECTIVES: To determine if racial and ethnic subgroups of adolescents are at high risk for engagement in suicidal behaviors.

METHODS: Using the nationally representative school-based Youth Risk Behavior Survey from the years 1991 to 2017, we conducted logistic regression analyses to examine trends by different racial and ethnic groups, with each suicide indicator serving as a dichotomous outcome. Participants included 198 540 high school students.

RESULTS: Across all sex and race and ethnic groups, there were significant linear decreases in self-reported suicidal ideation and suicide plans from 1991 to 2017. Female adolescents (odds ratio [OR], 0.98; $P < .001$) had significant decreases in attempts over time. Black adolescents had positive linear trends for suicide attempts among both boys (OR, 1.04; $P < .001$) and girls (OR, 1.02; $P = .003$). Black adolescent boys (OR, 1.04; $P = .048$) had a significant linear increase in injury by attempt.

CONCLUSIONS: The results suggest that, over time, black youth have experienced an increase in suicide attempts, which is troubling because attempts are the most prominent risk factor associated with suicide death. For black boys, a significant increase in injury by attempt occurred, which suggests that black boys may be engaging in increasingly lethal means when attempting suicide. Examining trends of suicidal thoughts and behaviors over time by sex and race and ethnicity allow us to determine where to focus prevention and intervention efforts. Future research should examine the underlying reasons for these changes observed in US high school students.

Suicidal thoughts and behaviors trends by race and ethnicity: YRBS 1991–2017.
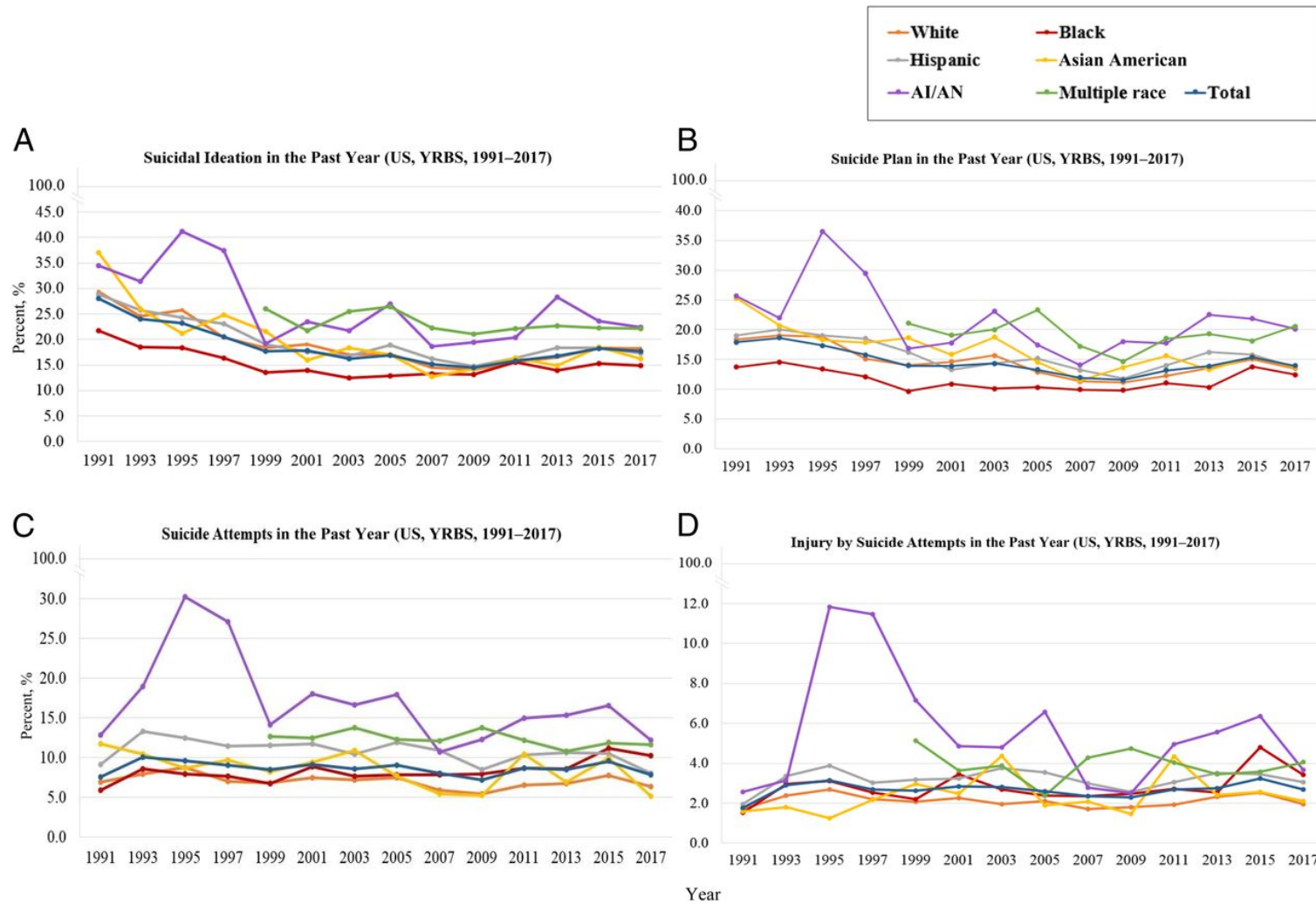
Michael A. Lindsey et al. Pediatrics doi:10.1542/peds.2019-1187

PEDIATRICS®

- **The unique way that depression presents itself in males combined with the underdiagnoses of Black Boys with depression may intersect to cause further disparities for Black boys.**

- Since Black boys are more likely to be viewed as older, less innocent, and more culpable than others—biased beliefs that may lead to harsher interventions in school starting as early as pre-kindergarten (i.e. suspensions and expulsions).

- These disparities combined with a lack of awareness about what depression looks like in Black Boys results in punitive discipline rather than to the mental health care that they need.

The Relationship between Body Mass Index and Behavior in Children

Robert H. Bradley, PhD, Renate Houts, PhD, Philip R. Nader, MD, Marion O'Brien, PhD, Jay Belsky, PhD, and Robert Crosnoe, PhD

Objective To examine reciprocal relationships between body mass index (BMI) and internalizing and externalizing problems from infancy through middle childhood, with a focus on sex and history of overweight.

Study design Data from 1254 children in the National Institute of Child Health and Human Development Study of Early Child Care and Youth Development were used to conduct longitudinal analyses of the relationship between BMI and scores on the Child Behavior Checklist from age 2 years through the 6th grade.

Results BMI and behavior problems demonstrated stability across the 7 measurement occasions. No consistent relationship between BMI and behavior problems was evident before school entry, but higher BMI was associated with later internalizing problems beginning in the 1st grade for boys and girls. Higher BMI was not associated with increased conduct problems.

Conclusions As children move into middle childhood, higher BMI is associated with increased likelihood of developing internalizing problems. Health care providers should monitor BMI as children enter school and provide guidance to parents regarding emerging symptoms of anxiety and depression. (*J Pediatr 2008;153:629-34*)

The association between adolescent height and student school satisfaction: Recent evidence from Catalonia

Toni Mora*

Universitat Internacional de Catalunya & IEB, Spain

ARTICLE INFO

ABSTRACT

We examine the relationship between high-school students' height and their self-reported school satisfaction. This relationship is explored on the basis of a survey conducted in 2008 among some 2200 Catalan (Spanish) students. We find a negative association between height and school satisfaction: an association apparently correlated with the students' maturity, which in turn influences the degree of their disenchantment with the educational system. A 10 cm increase in height decreased the probability of falling into the "very satisfied" category by 9.8%.

Study 1: Add Health Data

- This study used the National Longitudinal Study of Adolescent to Add Health (Add Health) database with the first and second waves in-home data. Add Health is a national representative database that is designed for studies focusing on adolescent health. The first two waves used in this study is specifically focusing on key factors that may influence students' health and behavior risks such as personalities, families, peer relationships, schools and communities
- After data cleaning and matching across different waves, total 6504 participants included in the public-used database

- 1. What is the relationship between Body Mass Index, School climate, and School Suspension?

- 2. Is the relationship between Body Mass Index and School Suspension moderated by School Belonging?

- 3. Are there racial differences in associations of Body Mass Index, School Climate and School Suspension?

Body Mass Index

- Students' body mass indexes (BMI) are calculated by students' weight and height. The first wave of Add Health data provided student' self-reported height (in feet and inches) and weight (in pounds), and the BMI is calculated through these two variables with:

- $BMI = \frac{Weight(Pounds)}{Height(Inches)^2} \times 703$

Self-esteem

- The Add Health data provided a set of items to measure students' self-esteem. These items include

- "You feel like you are doing everything just about right",

- "You feel loved and wanted",

- "You feel socially accepted",

- "You have a lot of good qualities",

  - "You have a lot to be proud of" and "You like yourself just the way you are". For each item, a 5-point Likert scale ranges from "string agree (1)" to "strongly disagree (5)", hence originally the higher score means the lower students' self-esteem. The Cronbach's alpha for this set of items is .84.

School Belonging

- Students' school belonging content includes
- "I feel close to people at this school",
- "I feel like I am art of this school",
- "I feel happy to be at this school", and
- "I feel safe in my school".
- For each item, participants are provided the same Likert scale as self-esteem. Hence originally higher score in students' school belonging means students reported less school belonging feeling. The Cronbach's alpha for this set of items is .76.

Suspension

- Students' suspension used a single item in the second wave of Add Health :

  - Did you receive an out-of-school suspension from school?". After weighted, about 10.8% of students indicated "yes" in this item.

Analysis

- Since the Add Health is a national representative database, the data was weighted by weight variables provided by the database. In this study, the grand sample weight in the second wave is used hence this study used both the first and the second waves of the data. The sample weight process is executed by the WEIGHT function in MPlus 7.0 (reference).

- A set of structural equation model (SEM) was built in robust weighted least square estimation method in MPlus 7.0

Results

- When controlling the effects of gender, race and family income, negative relationship exists between students' BMI and their self-esteem

- Which means students' with larger BMI with average school belonging level would have less self-esteem.

- On the other hand, the positive relationship between students' BMI and school suspension indicated with average school belonging level, **larger students** have a **greater** possibility to be suspended.
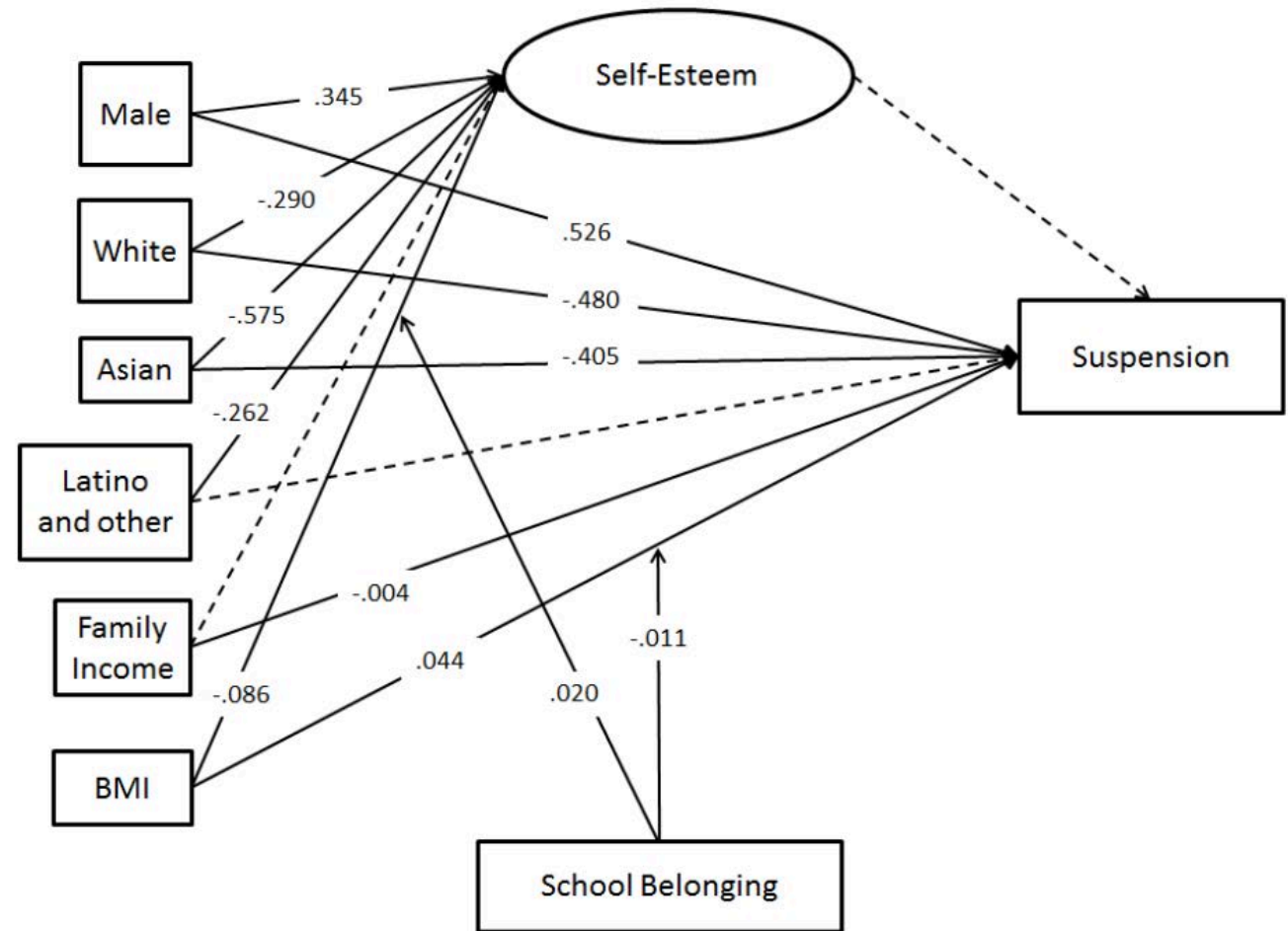
Standardized SEM results for full sample.
Note: all reported correlation coefficients are significant at alpha = .05 level. The path with dash lines are non-significant paths.

Results
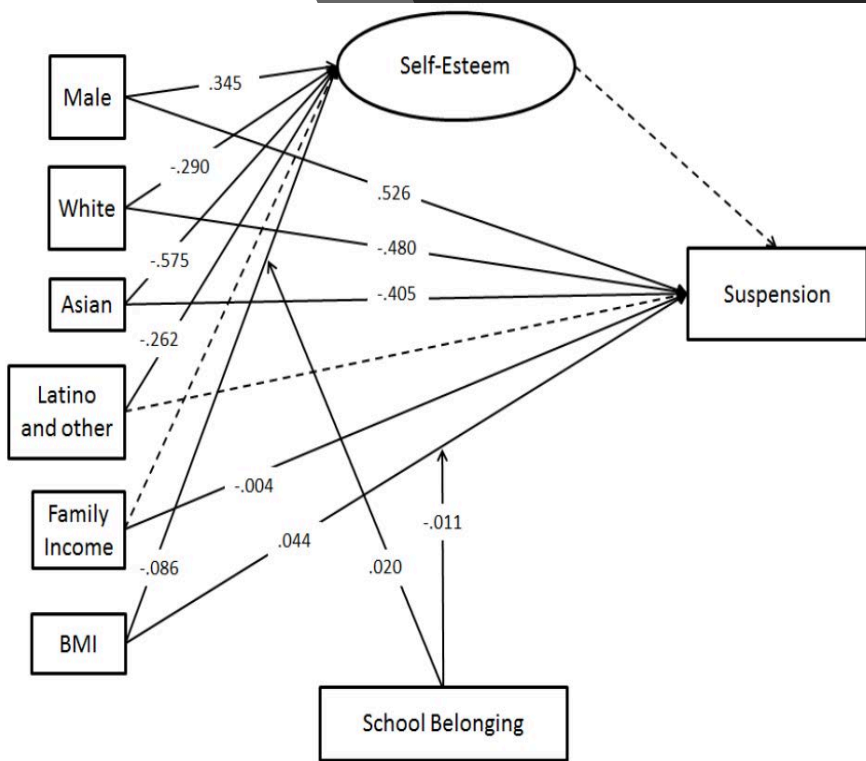
Standardized SEM results for full sample.
Note: all reported correlation coefficients are significant at alpha = .05 level. The path with dash lines are non-significant paths.

- Both the relationship between students' BMI and their self-esteem level and the relationship between students' BMI and their suspension rate is also dependent on students' school belonging.

- For students with higher level of school belonging, the negative relationship between their BMI and self-esteem would be stronger for students with higher school belonging.
  - In other words, for students with same but larger than average BMI, students with higher levels of school belonging report decreases in self-esteem comparing with the average self-esteem level.

- The positive relationship between students' BMI and their suspension rate is also moderated by students' school belonging.

  - **This means for students with higher level of school belonging would report less likelihood in the likelihood to be suspended.**

  - It is also noteworthy to mention that the path between student self-esteem and the probability of being suspend is not significant, that means students' self-esteem cannot predict student' suspension rate statistically.
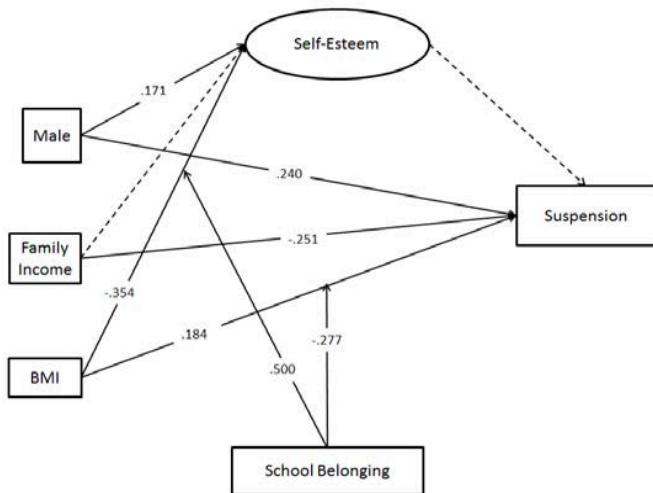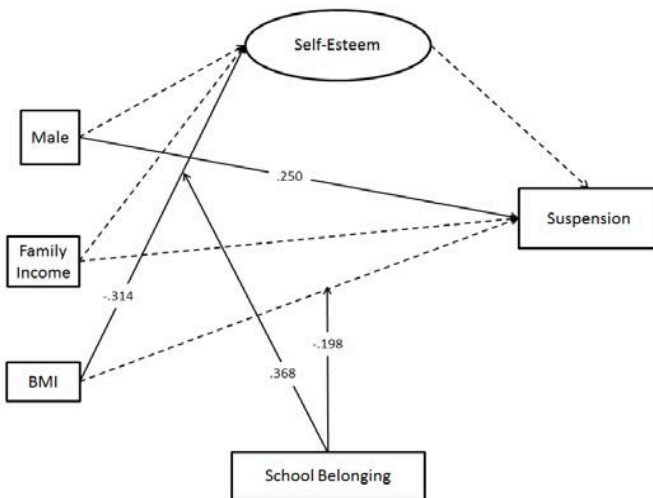
Model summary for Non black students.
Note: all reported correlation coefficients are significant at alpha = .05 level. The path with dash lines are non-significant paths. The reported values are path coefficients.

Model summary of Black students.
Note: all reported correlation coefficients are significant at alpha = .05 level. The path with dash lines are non-significant paths. The reported values are path coefficients.

Comparison between Black and Non-Black students

- It is noteworthy to mention that the main effect of students' BMI on their probability of **suspension is not significant for Black student**s while for Non-black students it is significant with the same effect.

- So for students with average-level of school belonging, there is no significant relationship between students' BMI and their suspension rate for Black students.

- However for Non-black students, with a average school belonging level, students with larger BMI would be more likely to be suspended.

Model summary for Non black students.
Note: all reported correlation coefficients are significant at alpha = .05 level. The path with dash lines are non-significant paths. The reported values are path coefficients.
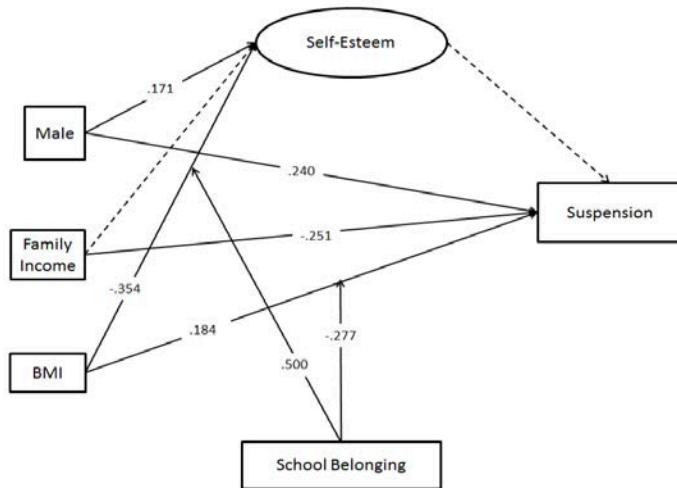

Model summary of Black students.
Note: all reported correlation coefficients are significant at alpha = .05 level. The path with dash lines are non-significant paths. The reported values are path coefficients.
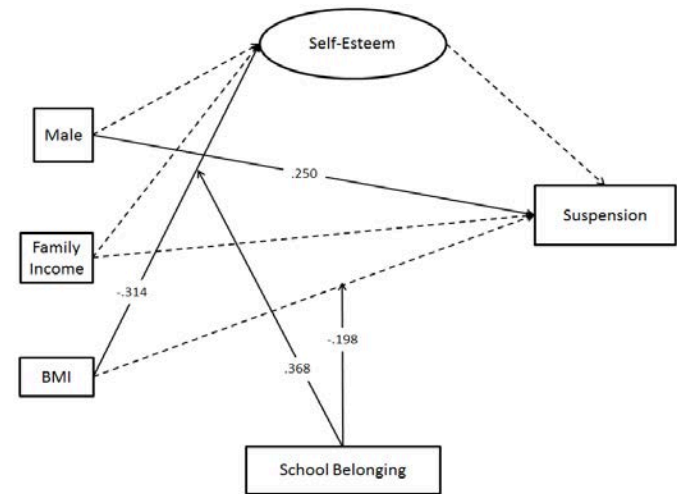
- Also Non-black students reported **stronger moderation effects** than Black effects on both moderation effects.

- For Non-black students, school belonging may moderate both the relationship between students' BMI and their self-esteem and between BMI and students' probability to be suspended at a stronger level than Black students.

- In other words, with the same level of school belonging, Non-black students would have **larger effect** of school belonging on both the relationship between BMI and self-esteem level and the relationship between BMI and the probability of suspension than Black students.

Study 2: ECLS-K

ECLS-K

- Data for this project was derived from the Early Childhood Longitudinal Study– Kindergarten Cohort (ECLS-K). The ECLS-K is a data set sponsored by the U.S. Department of Education and the National Center of Education Statistics and consists of a nationally representative sample of 21,260 children (U.S. Department of Education).

- This project gathers information from multiple data sources (i.e., parents, teachers, school administrators) and tracks students beginning in kindergarten achievement and experiences through the fifth grade (U.S. Department of Education).

Changes in Body Mass During Elementary and Middle School in a National Cohort of Kindergarteners

AUTHORS: Ashlesha Datar, PhD,[a] Victoria Shier, MPA,[b] and Roland Sturm, PhD[a]

[a]Pardee RAND Graduate School, and [b]RAND Corporation, Santa Monica, California

WHAT'S KNOWN ON THIS SUBJECT: National Health and Nutrition Examination Study data suggest that the elementary school years might be a critical period for increases in obesity prevalence. However, that study is not ideal for identifying critical periods of disproportionate increases in BMI.

WHAT THIS STUDY ADDS: Changes in BMI percentiles were examined over 9 years in a nationally representative cohort of kindergarten students. The largest BMI percentile gains were observed before 3rd grade, even among children with normal BMI values in kindergarten.

abstract

OBJECTIVE: To analyze changes in BMI, according to gender and race/ethnicity, in a nationally representative cohort of children in the United States during their elementary and middle school years to identify critical periods of excess BMI gains.

METHODS: The Early Childhood Longitudinal Study-Kindergarten Class monitored a nationally representative cohort of kindergarten students over 9 years (1998–2007). Height and weight measurements were available for 4240 white, 640 black, and 1070 Hispanic children in kindergarten and 1st, 3rd, 5th, and 8th grades. In each wave, we estimated the proportions of children with BMI values in each quartile of the Centers for Disease Control and Prevention reference-population dis-

Research Question

- What is the association between Body Mass Index and teacher rated perceptions of Child behavior problems at School Entry?

Variables

- Teacher Rated Externalizing Problems
- Teacher Rated Internalizing Problems
- Child Composite Body Mass Index
- Child Socioeconomic Status

Results

Utilized SPSS Complex Samples Module to Conduct a Logistic Regression.

Steps:

Dichotomized the externalizing behavioral variable to be high behavior or low behavior

Dichotomized the internalizing behavioral variable

Odds Ratio for White Boys:
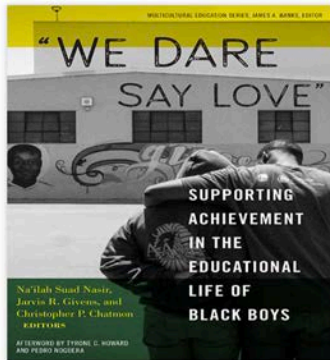- 2.5 times more likely to be rated as having an externalizing behavior issue

Odds Ratio for Black Children was
- 1.02 times more likely to be rated as having an externalizing behavior issue (not significant or practically meaningful)

Follow-up is to add more covariates because **This Cant Be TRUE**….

What's Next Nationally and For Me

Oakland Achievement Study

"We Dare Say Love"

Supporting Achievement in the Educational Life of Black Boys

Edited By: Na'ilah Suad Nasir, Jarvis R. Givens, Christopher P. Chatmon
Afterword By: Tyrone C. Howard, Pedro A. Noguera
Publication Date: December 28, 2018
Pages: 160
Series: Multicultural Education Series

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ISBN: 9780807777510
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DESCRIPTION   AUTHOR   REVIEWS   CONTENTS

"We Dare Say Love" takes up the critically important issue of what it means to educate Black male students in a large urban district. It chronicles the development and implementation of the African American Male Achievement Initiative in Oakland Unified School District, following a small group of Black male educators who changed district policy and practice to create a learning experience for Black boys rooted in love. The book takes readers inside the classrooms and inside the heads and hearts of program founders, leaders, and instructors to understand their pedagogy of care. It also elucidates the rituals, beliefs, and practices that created a classroom environment that held high expectations for the engagement and achievement of Black boys and provided a space for Black male students to blossom.

Book Features:

- A model of a successful initiative that confronted the very real issues of racism that exist within schools.
- A curriculum that builds on the cultural history of African Americans, with a focus on family and community relationships.

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OCTOBER 21, 2019

Access to black male achievement program lowered student dropout rates, Stanford-led study finds

New research led by Stanford education professor Thomas S. Dee provides the first evidence of effectiveness for a district-wide initiative targeted at black male high school students.

BY CARRIE SPECTOR

Nearly 10 years ago, school leaders in Oakland, California, launched the first district-level initiative of its kind in the nation: a program targeted exclusively to black male high schoolers that was a part of their regular classes during the school day.

Taught by black male instructors, the "Manhood Development" course emphasizes social-emotional learning, African and African American history and academic mentoring, drawing on culturally relevant teaching methods to counter stereotypes and create a stronger sense of community and belonging in school.

A new study led by Thomas S. Dee, a professor at Stanford Graduate School of Education (GSE), provides the first evidence that access to the program significantly reduced the number of black males who dropped out of high school. The study found smaller reductions in the number of black females who dropped out as well, suggesting a possible spillover effect.

A new study shows that access to an achievement program targeted to black male students lowered high school dropout rates. (Image credit: fstop123 / Getty Images)

Oakland Achievement Study

Some evidence for the importance of teaching black culture to black students

A separate class for black boys led to improvements in dropout rates, study finds

Proof Points
Column by **JILL BARSHAY**

October 28, 2019

The Hechinger Report is a national nonprofit newsroom that reports on one topic: education. Sign up for our weekly newsletters to get stories like this delivered directly to your inbox.

Since former President Barack Obama launched his My Brother's Keeper initiative in 2014 to support black and Latino boys and young men, nearly 250 communities across 50 states have launched programs under its umbrella. But although these programs have increased in popularity and spent an estimated $1.6 billion in donations and loans, little is known about how well these support programs accomplish their objectives of raising academic achievement, keeping boys of color in school and helping more go to college.

The first rigorous evaluation of one of the larger programs came out in October 2019 and found some promising results. Stanford University researchers studied a special class expressly for black teenage boys in Oakland, California, called the Manhood Development Program. They found that black boys were less likely to drop out of high school if the class was offered at their

A Stanford University study finds that dropout rates were lower in Oakland, California, high schools that offered a special class for black students called the Manhood Development Program. A 10th grader, above, answers a question in one of those classes, which offers black history and culture along with social-emotional lessons and academic and college advice. Ann Hermes/The Christian Science Monitor via Getty Images

- Most of students in the class were ninth and 10th graders. For black boys who were offered the class in both grades, those annual improvements in dropout rates translate into a 3 percentage point increase in their high school graduation rate, according to Thomas Dee, the lead researcher and a professor at Stanford's Graduate School of Education.

- "This is one of the few evaluations," said Gloria Ladson-Billings, president of the National Academy of Education and an educational theorist who originally developed the ideas for "culturally relevant" instruction that guide these black-only programs. "It shows that it works."

- "These programs are telling these young men, 'We actually see you. You're not invisible. We're paying attention to you and your specific concerns,' which they don't often get," Ladson-Billings said. "Particularly in high school, there's a fear of these kids."

Project Promoting Emotional Resiliency in Small Teams (PERSIST)

School Psychology

The Development and Pilot Study of PERSIST: A Resiliency Intervention focused on Black History and Racial Identity

--Manuscript Draft--

Manuscript Number:	
Full Title:	The Development and Pilot Study of PERSIST: A Resiliency Intervention focused on Black History and Racial Identity
Abstract:	This article describes the systematic development of the school-based intervention initial development of a resiliency intervention for Black boys that has a focus on Black History and racial socialization. PERSIST, which stands for Promoting Emotional Resiliency Skills In Small Teams was implemented in an urban school with 11 and 13 year old boys. Utilizing a Participatory Culture-Specific Intervention Model (PCSIM) the results demonstrated increases in positive aspects of racial identity (i.e. Centrality and Public Regard) and Resiliency/Social Emotional Assets. Furthermore, participants indicated that the intervention's format, topics, and delivery was appropriate. Implications are discussed in terms of developing culturally specific interventions designed to be implemented in schools
Article Type:	Special Issue Article: Advancing the Research on Resiliency
Keywords:	Black Boys; Resilience; Black History; School-based Intervention
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Corresponding Author's Secondary Institution:	
First Author:	Scott L. Graves, Jr.
Order of Authors Secondary Information:	
Suggested Reviewers:	
Opposed Reviewers:	
Order of Authors:	Scott L. Graves, Jr.
	Candice Aston

Figure 1. PERSIST Logic Model

Purpose: To improve the resiliency and social emotional aspects of Black boys' lives

Core Intervention Elements
- Black history information
- Publicly available information
- Informational Videos
- Small group format
- Twice weekly lessons

Inputs
- School-based programming
- Parent/Teacher panel
- University faculty

Outcomes
- Increased social emotional awareness
- Increases racial resiliency in the face of racism

Modifiable Design Characteristics
- Weekly lessons
- Varying time commitment
- Focus on multiple Black history figures

Context: State of Race Related Stress for Black boys, Disproportionate rates of suspension and expulsion, School to Prison Pipeline

Table 1 PERSIST Content

Historic Figure(s)	Video
Dubois vs Washington	https://www.biography.com/news/web-dubois-vs-booker-t-washington Dr. Khalil Muhammad, Director of Schomburg Center for Research in Black Culture, speaking on DuBois and Washington https://youtu.be/NnVt9RvN548
Alain Locke	Wikipedia https://en.wikipedia.org/wiki/Alain_LeRoy_Locke Ossie Davis speaking on the influence of Alain Locke: https://youtu.be/7Qq9mvU0CHM Interviews with Dr. Stewart who wrote the biography on Dr. Locke https://youtu.be/KCaE_jQAPa0 and https://youtu.be/K9ZEH2CpctM
Fannie Lou Hamer	Wikipedia https://en.wikipedia.org/wiki/Fannie_Lou_Hamer Interview on trying to register to vote in Mississippi and being jailed/beaten https://www.youtube.com/watch?v=07PwNVCZCcY Congressional Testimony that President Johnson tries to get taken off of national TV on voting rights https://www.youtube.com/watch?v=07PwNVCZCcY
John H. Johnson & Earl Graves	Wikipedia https://en.wikipedia.org/wiki/John_H._Johnson https://en.wikipedia.org/wiki/Earl_G._Graves_Sr. Atlanta Business League Tribute to Earl Graves https://youtu.be/FdBUjGouwT8

Table 2.
Descriptive Statistics of Dependent Measures between Conditions

Questionnaire	Pretest		Post Test		Hedges g	Confidence Interval	
	Mean	SD	Mean	SD		Lower	Upper
MIBI-T							
Race Centrality	4.21	.67	4.94	.62	1.06	.26	1.19
Private Regard	3.5	.61	3.90	.54	.65	.20	.58
SEARS							
Total Score	27.25	5.59	32.75	7.06	.77	-.84	.54

Table 3.

Participants Acceptability of PERSIST

Question	Mean (SD)
I liked learning more about Black History	4.8 (.4)
I liked the lesson on Dubois vs Washington	3.8 (.8)
I liked the Lessons on Fannie Lou Hamer	4.3 (.8)
I like the lesson on Alaine Locke	2.8 (.7)
I liked the lesson on John Johnson and Earl Graves	4.1 (.7)
I liked the Homework Assignments	3.4 (.9)
I liked the Group Format	4.1 (1.2)
I wish the format was One-on-One	1.8 (1.1)
I liked the Group Leader	4.9 (.3)
I would recommend that other Boys my age participate in this group	4.5 (.6)

1= Strongly Disagree and 5 = Strongly Agree

PERSIST Results