AT- POTENTIAL STUDENTS: PROMOTING ACADEMIC RESILIENCE FOR CLOSING THE ACHIEVEMENT GAP

Bengu Erguner-Tekinalp, PhD
Culture

Berardo, 2012 in Building Cultural Competence: Innovative Activities and Models
Culture(s)

- Pick one dimension of your identity
  - What do you want others to know about your culture?
  - What are its key underlying issues
  - What do you never want to hear others say about your culture?
  - How do you want others to learn about your culture?
Language matters

- At risk
- Tolerance

- At potential
- Acceptance

- Appropriation
- Appreciation
What is Disproportionality?

over- or under- representation of a given population group, often defined by racial and ethnic backgrounds, but also defined by socioeconomic status, national origin, English proficiency, gender, or sexual orientation, in a specific population category.
Disproportionality Example

[Bar chart showing population distribution and under-representation]

[Bar chart showing Iowa Poverty Rate by Race 2011]

Chaisson-Chardenas, Iowa State 4-H
Poverty

Children in Low-Income Families in Iowa, by Race, 2013

- White: 32%
- Black: 68%
- Hispanic: 65%
- Asian: 33%

Food Insecurity in Iowa (2010)

- White: 2%
- Black: 12%
- Latino: 17%

Food insecurity levels are higher among families of Color than among their white counterparts.

Chaisson-Chardenas, Iowa State 4-H
Iowa Change in the Achievement/Opportunity Gap Since 2002
(Percents that meet or exceed performance standard)

4th Grade Reading Proficiency

Source: IDE
Chaissen-Chardenas, Iowa State 4-H
Test scores reveal an achievement gap between whites and minorities

There is significant disparity in test scores between whites and their black and Hispanic peers. Whites perform better on NAEP tests regardless of student age, and the gaps don’t necessarily narrow as students get older.

Iowa Gifted And Talented Representation (2011-12)

- **White**: 81.5% (Student Body), 89.3% (Gifted and Talented)
- **Latino**: 8.5% (Student Body), 3.5% (Gifted and Talented)
- **African American**: 5.1% (Student Body), 2.6% (Gifted and Talented)
- **LEP**: 4.6% (Student Body), 1.1% (Gifted and Talented)

Compiled by John-Paul Chaisson-Cardenas, Cedar Rapids Civil Rights Commission

Source: 2011-12 CRDC – US Department of ED
"It may be easy to assume that much of the disproportionality is due to the individual behavior of low income boys of color. However, studies show pronounced racial disparities in treatment and punishment between white and youth of color, youth of color are punished much more harshly for similar infractions. New research continues to find no evidence that disciplinary disparities are due to poverty."

(Russell J. Skiba, Mariella I. Arredondo, and M. Karega Rausch 2014).

Source: IDE 2013
WHAT IS HAPPENING?

Hand out dispelling the myths
Victim Blaming Theory

- Locate a social problem and population affected by it
- Compare the values and behaviors of the population affected by the social problem with the population that is not affected
- Locate the source of the problem in how the affected group is different from the successful group
- Initiate treatment that changes the affected group

- What is your reaction to this theory?
- Does victim blaming process occur in any of the settings where you work or live?

Ryan, 1976
CIRCLE OF TRUST

Scott Horton
Representation

- Within the last three years, approximately how many movies have you seen depicting underprivileged/minority groups? Name three.
- Approximately how many books have you read concerning the lifestyles of minority groups? Name the ones that had an impact on you.
- List some of the books written by people a minority person you have read.
- List periodicals with which you are familiar that are black, Chicano, Asian, Native American in origin and content.
- What multicultural events have you attended in the last year?
- Name three television programs depicting minority groups or themes about their lives.
- Which TV shows you listed above depict fairly accurate representatives of these groups?
Otherness

- Otherness as part of your identity
  - What about you that you leave at home? What do you take with you?
  - What parts of you do you hide from others?

-belonging, authenticity, mattering-
How individuals choose between culturally marked behaviors
WHO AM I DEPENDS
OF HOW I FEEL

Belong
Where I am
AT THE HEART OF ANY NEGOTIATION OR COMPETITION THAT ENSUES BETWEEN SUCH GROUPS IS THE QUESTION OF WHO HAS THE RIGHT TO MAKE CLAIMS OVER HOW “WE” DO THINGS, THAT IS WHO REALLY “BELONGS”

(MAY, 2013)
CONTINGENCIES OF SELF WORTH
CSW

**Internal contingencies**
- intrinsic aspects of the self
- NOT dependent on achieving social standards

**External contingencies**
- dependent on others’ evaluations
- social comparison processes (Competition)
- Reaching high social standards. (Competencies),
- physical appearance (appearance).
- support and approval from the family (Family support)
- people individuals interact with (Approval from Others).
SELF DISCREPANCY
Self Discrepancy

counter

actual

ideal

distance

Ought to

distance
Awareness Activity

Part 1
RESILIENCE

Both risk and positive factors
Strength based
### Person in context

<table>
<thead>
<tr>
<th>Individual assets</th>
<th>Contextual resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>coping skills, self-acceptance, social skills, lifestyle, private logic, life tasks, encouragement, courage</td>
<td>Parental support, peers, mentors, encouraging environment, social interest</td>
</tr>
</tbody>
</table>
Compensatory Model

Positive factors can neutralize or counteract the effects of risk factors

Garmezy et al. 1984)
Risk Protective Model

Fergus & Zimmerman, 2005
Challenge Model

Main Factors

◦ caring relationships and connections with others,
◦ high expectations,
◦ opportunities for genuine participation in the life of the school and the community

Crucial C’s
Resilience takes

One adult who believes in the child…
Be the “ONE”

Having a strong positive cultural identity
Help develop one
Academic Resilience

- Academic resilience is defined as the ability to effectively deal with setback, stress or pressure in the academic setting.

- Good educational outcomes despite adversity

- Personal, family, school and community
Academic Resilience

- Self confidence
- Risk taking
- Optimism
- Willingness to learn from mistakes
- Control
- A strong network of trusted people
- Efforts to build connections

i.e. Benard, 1991; Masten, 1994; McMillan & Reed, 1994
AWARENESS ACTIVITY

Part 2
MATTERING
Mattering

- **Recognition**: refers to signals that individuals receive from the world that their presence matters, that what they say has meaning and that they are acknowledged (within their families, at work, school and in the community).

- **Impact**: Impact refers to the sense of agency (individuals do make a difference in the world and others can depend on them).

Prilleltensky, 2014
Mattering Activity 1

- Put your name in the middle
- Write the areas in your life that you matter
- Write the ones you have impact closer to the middle, less impact to towards the edges
Mattering activity 2

**Mattering**
Please think of a time when you felt that you really mattered; when who you were or what you did was valued by others. You do not need to disclose the circumstances of the particular event. Please write down the following:

*Cues*

*Feelings:*

*Actions:*

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**Marginalizing**
Please think of a time when you felt as if you did not really matter; when who you were or what you did was not valued. Sometimes marginalization in an interaction stems from identity characteristics, such as race, gender, sexual orientation, ability status, age, etc. Sometimes marginalization is influenced by our position within a group. Sometimes it is the result of an interpersonal dynamic in the absence of any other factor. You do not need to disclose the circumstances of the particular event. Please write down the following:

*Cues:*

*Feelings:*

*Actions:

Oneness in interdependence

There can be no harmony and stability in the community unless each member of it has his safe place as an equal to all others.

Dreikurs, 1971
BELONGING
Center yourself and focus on the feelings

- Close your eyes and think of what feels like “home” to you... images, sounds, smells, places?
Fitting in or Belonging
The psychology of place
Belonging

Being an important part of a system
Strive to...

- Find our place
Survival

We are wired to CONNECT
Belonging

- A general connection to environment
- Connected to a specific person
- Participation
- Similarity and identification
- Positive emotions
- Positive representation of the self
Learning

- Social emotional needs of students
- Social-Emotional needs are entwined with learning
- Stress and complex tasks
THE PRICE OF NOT BELONGING
The circles of belonging

No circle of belonging can ever contain all the longings of the human heart
Styles of Belonging

- Healthy
- Motivated
- Too much External conditions of self worth
- Pleasing
- Dominant
- Compensating by over-competition
- Isolation
- Anti-social
- Anger

Horizontal development

Encouraged
Encouraging

Discouraged
Discouraging

Social Interest

Vertical development
Self Interest
What do we do?

- Self reflective practice
- Accountability
- Compassionate schools
- Develop new associations
- Increase intergroup contact
- Belonging
- Mattering
- Authenticity
- Social interest
At night, I open the window window.” and ask the moon to come and press its face against mine.

Breathe into me.

Close the language-door and open the love-window.

The moon won't use the door, only the window.