Promoting Resilience and Recovery in Educational Settings

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November 7, 2022

Overview

- Purpose of Education
- The Situation Pre-pandemic
- Headwinds and Tailwinds
- Some Effects of the Pandemic
- Immediate Responses and Cautionary Tales
- Evidence-Based Practices
- Psychosocial Factors I Study: Time Constructs and Cultural Identities
- Concluding Remarks
- Questions

WHAT IS THE PURPOSE OF SCHOOLING?

Beyond the three Rs: Academic

- Behavioral competence
- Social competence
- Emotional regulation

Education

- Is one of and maybe the most important socializing mechanisms in our society.
- Is supposed to be the great equalizer.
- Is supposed to open-up possibilities for the future.

Preparing children and youth to be competent adults and productive citizens.

WHAT IS THE PURPOSE OF EDUCATION?

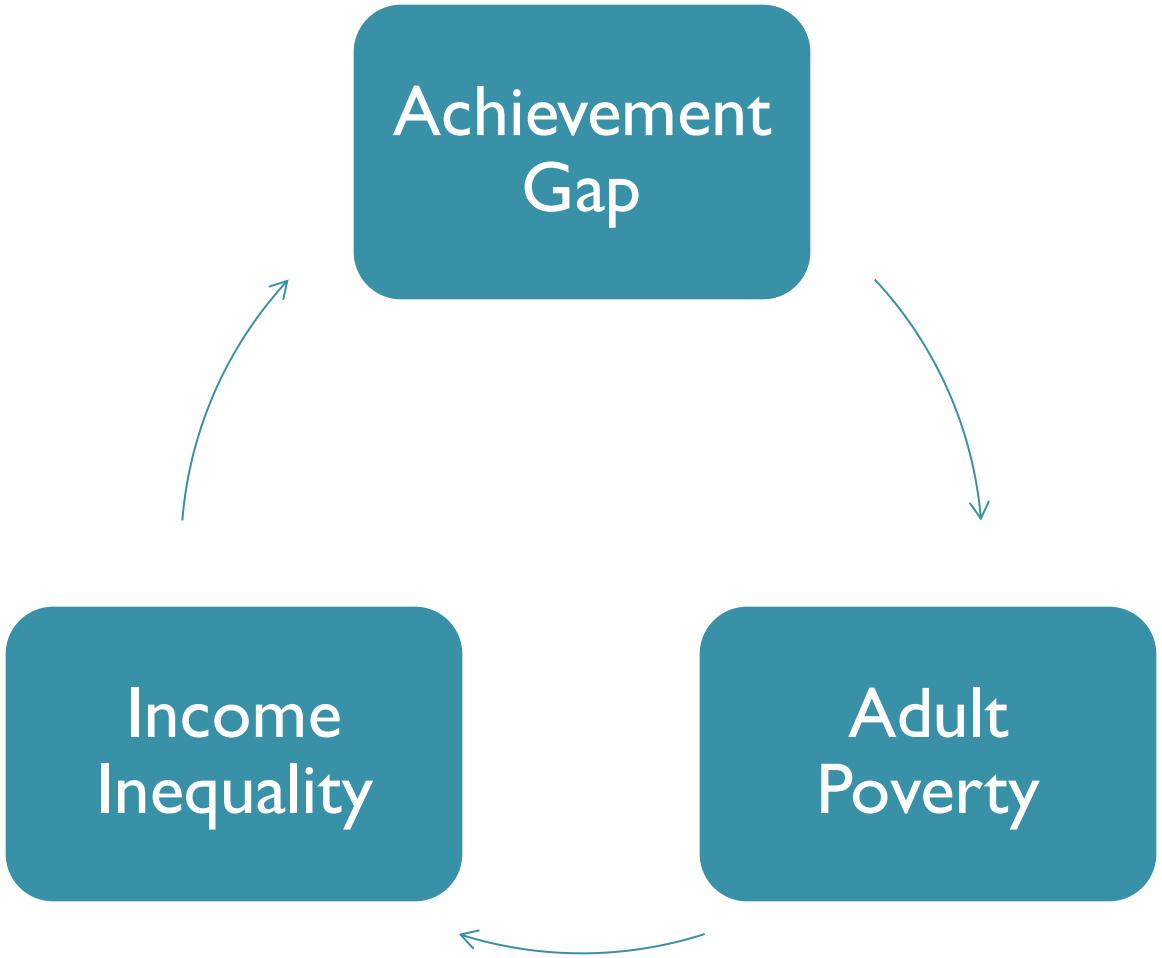
Kehle & Bray (2011, p. 3)

- “An obvious, but rarely publicly discussed, observation is that children are not appreciably better educated nor better behaved than they were 50 years ago.”

- For education to live up to the goal of preparing competent adults and productive citizens, “we need committed teachers, effective teaching strategies, motivated learners, supportive families, and well-resourced schools.”
- “All of these factors are affected by the behavioral, social, and emotional well-being of students, teachers, and families, and the values and operationalized commitments of school districts, communities, and state and federal policy makers.”
  - Worrell, Hughes, & Dixson (2020, p. 2; *The Cambridge Handbook of Applied School Psych*)

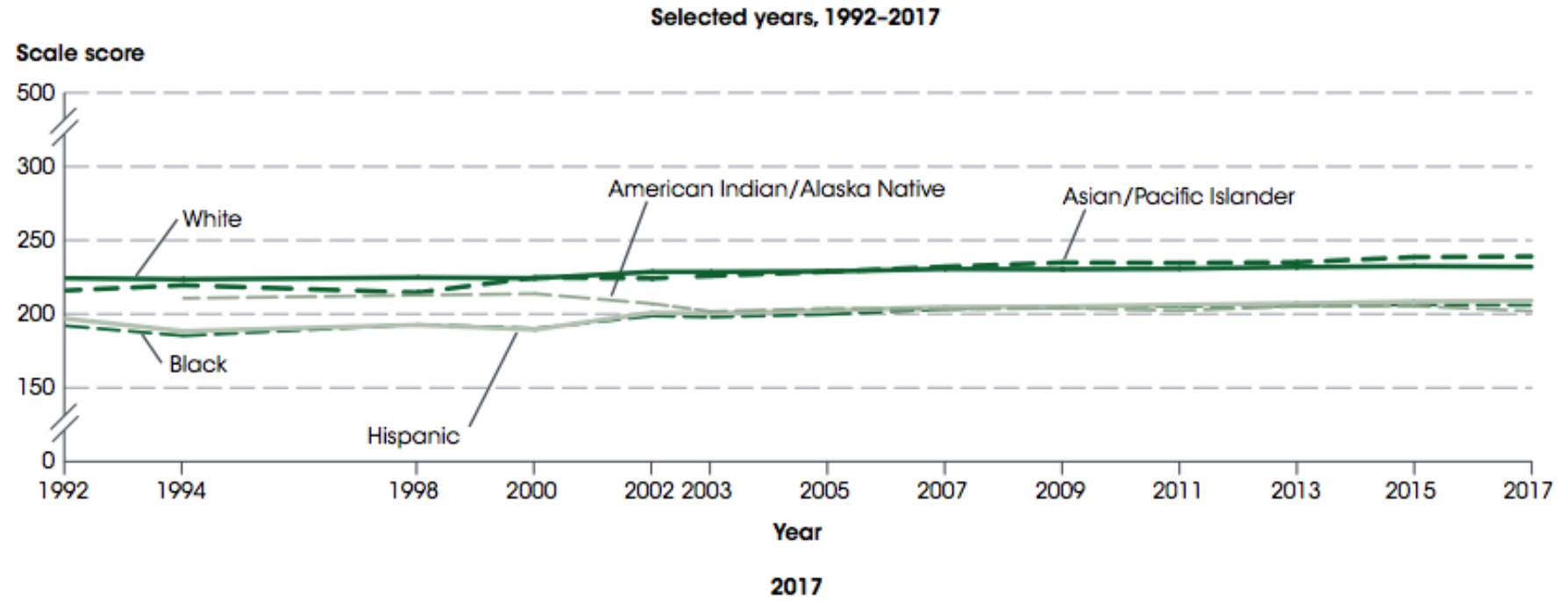
THE SITUATION PRE-PANDEMIC

Education's Perennial Problem

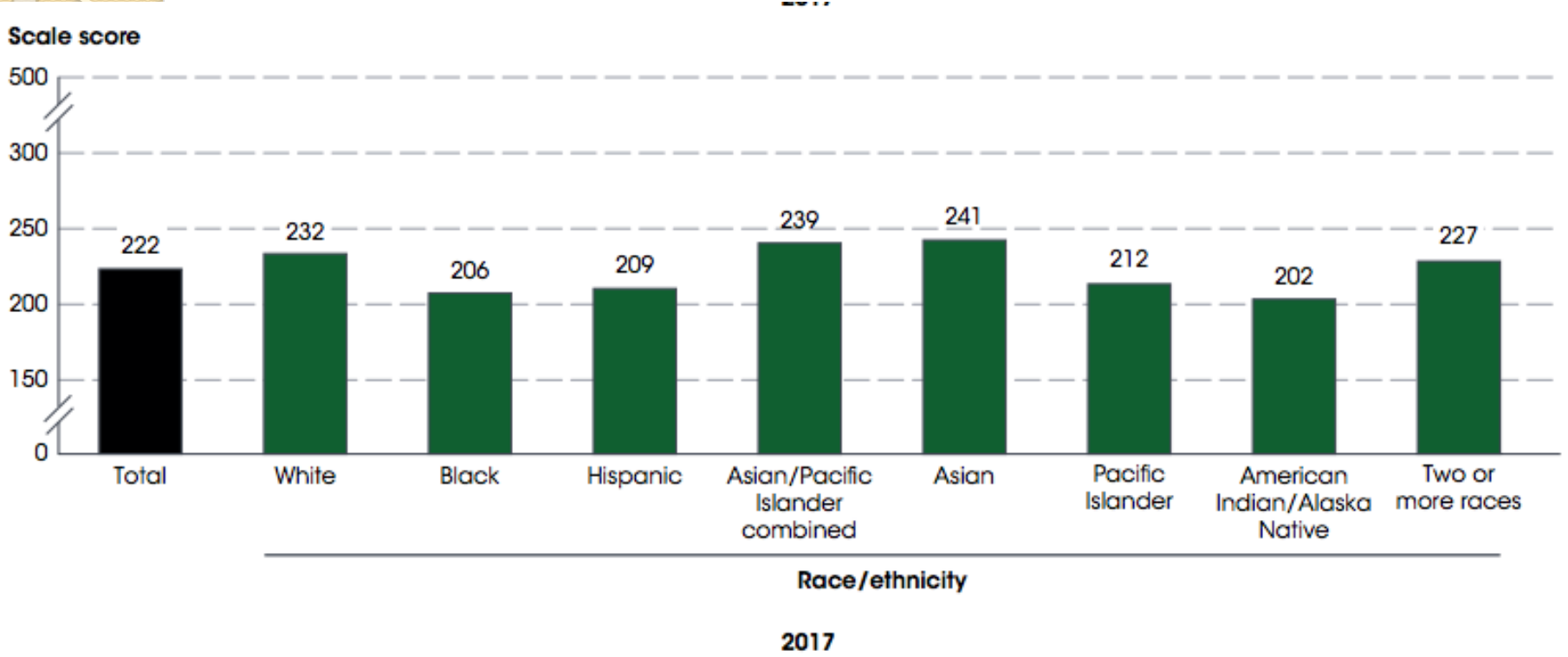


Reading Scores by Ethnicity 1992 - 2017

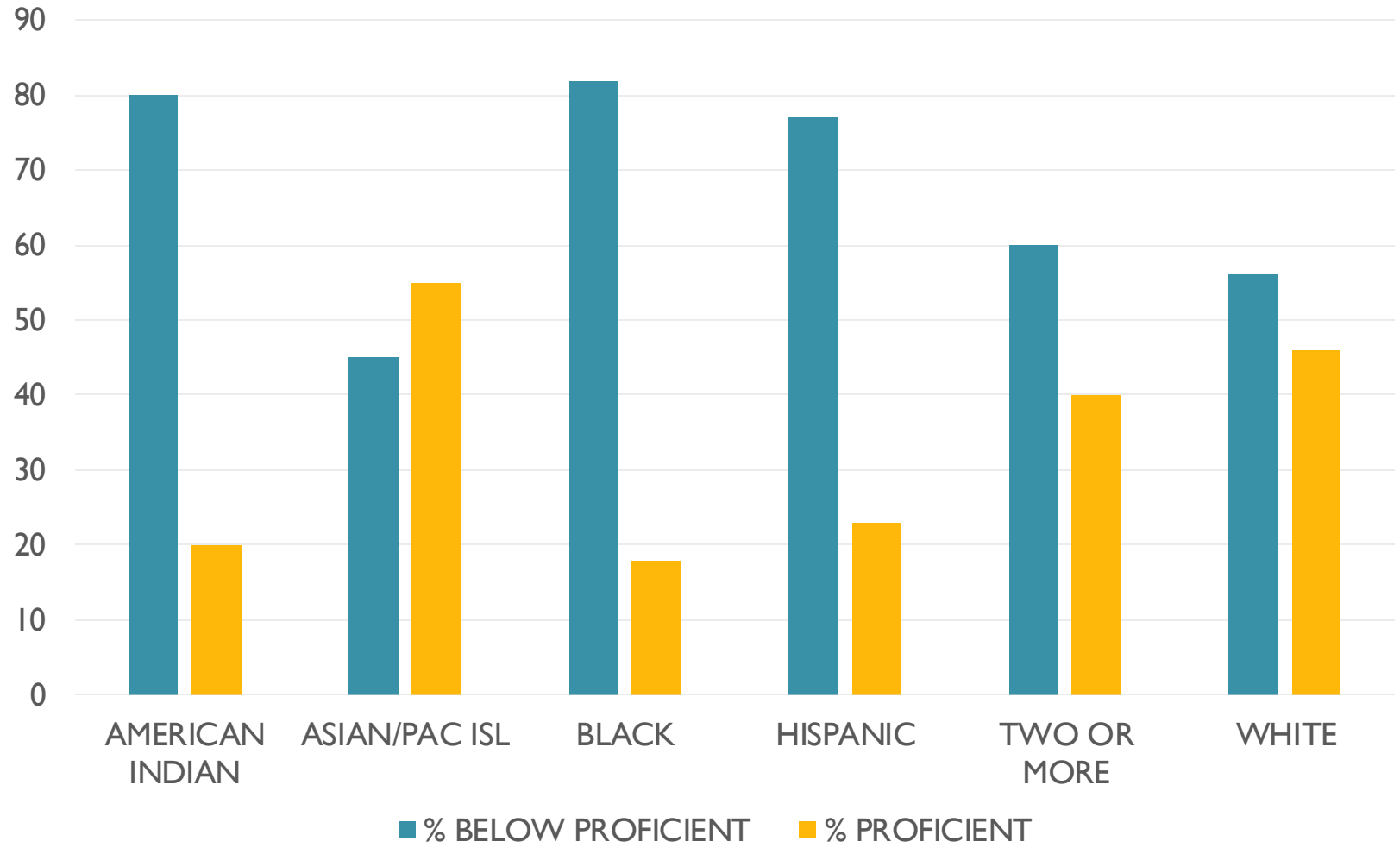
Figure 3. Average National Assessment of Educational Progress (NAEP) reading scale scores of 4th-grade students, by selected characteristics: Selected years, 1992–2017



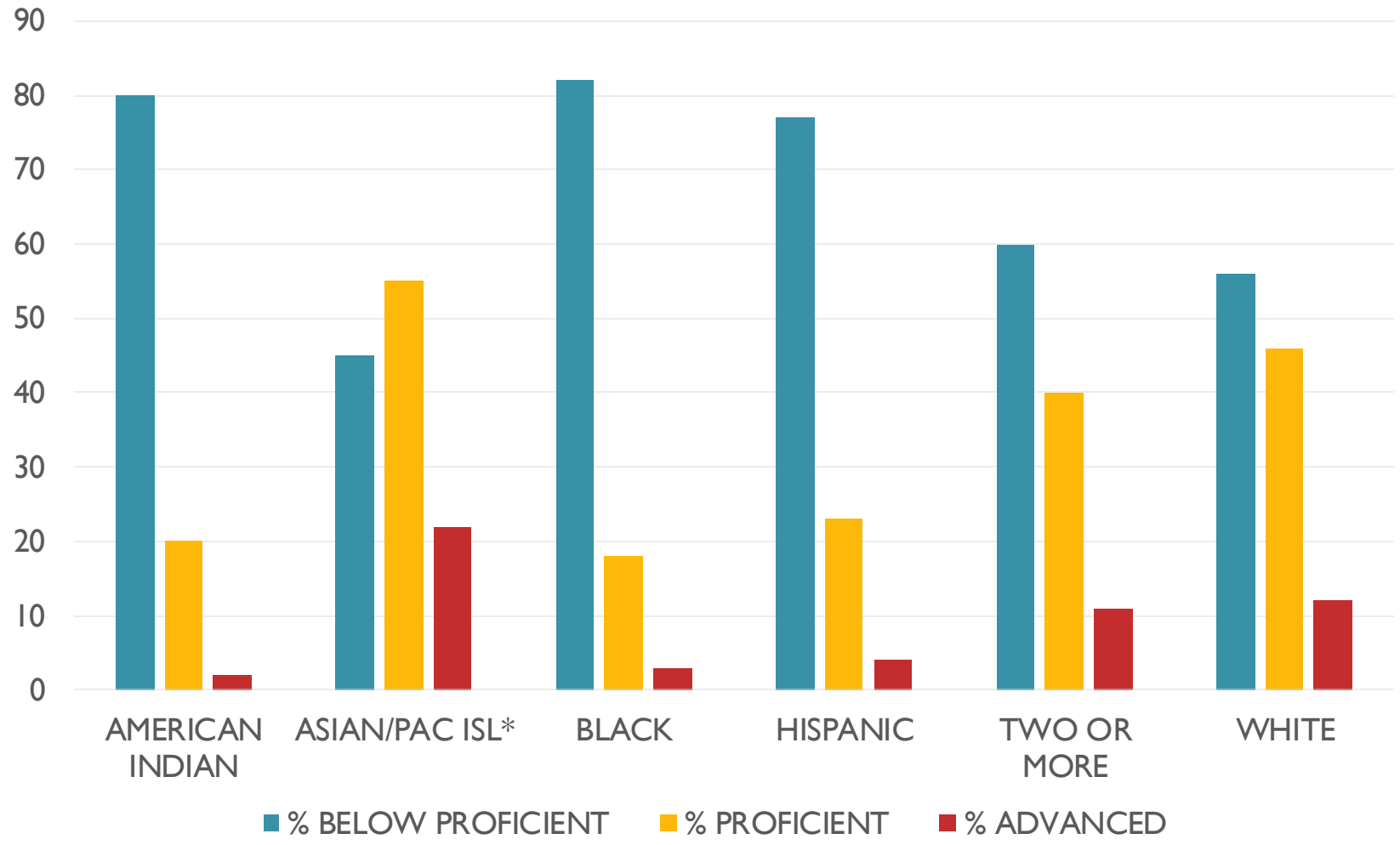
2017 Reading Scores: 4th Grade



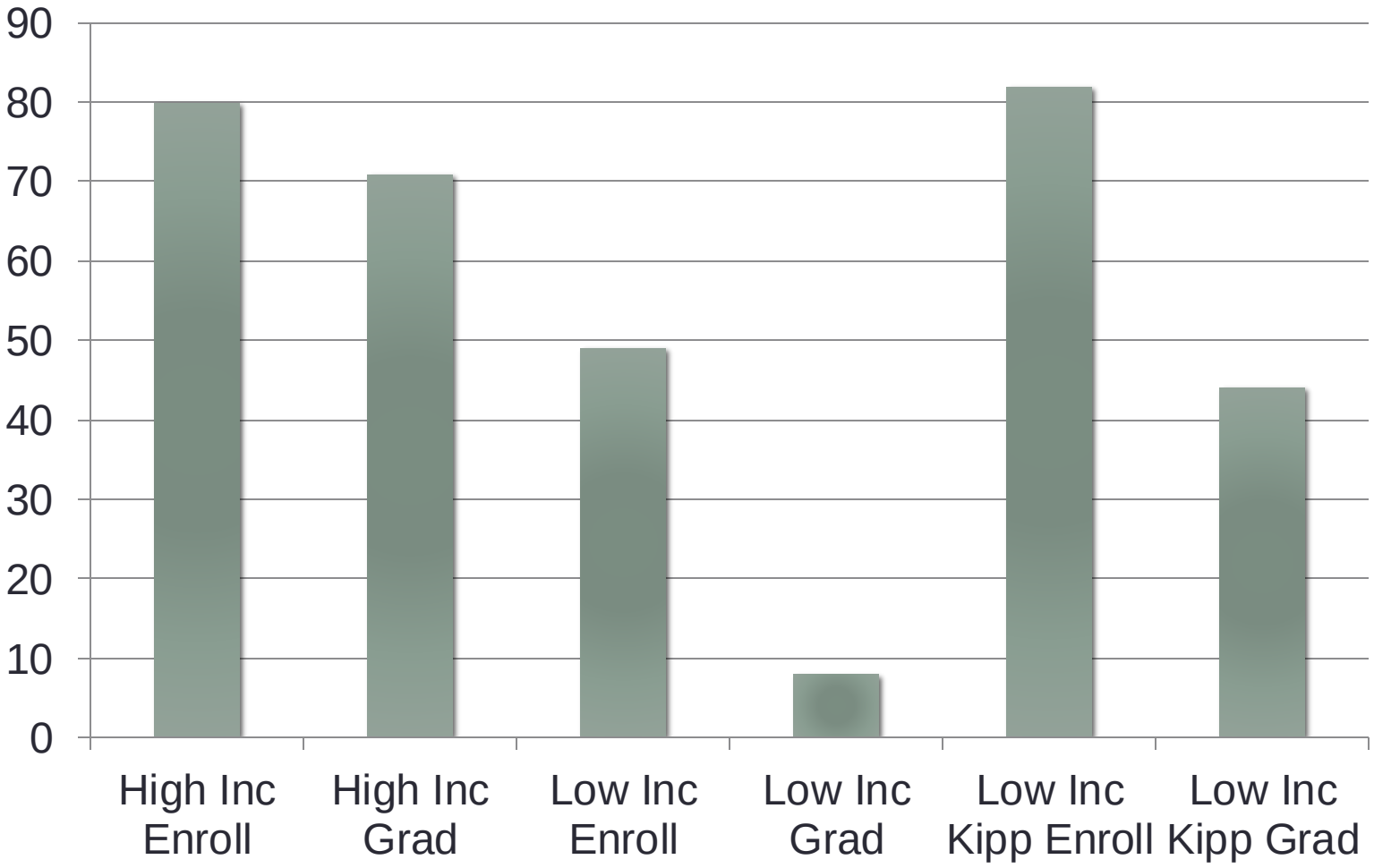
4th Graders Scoring **Below Proficient** in Reading (2019) by Ethnicity/Race



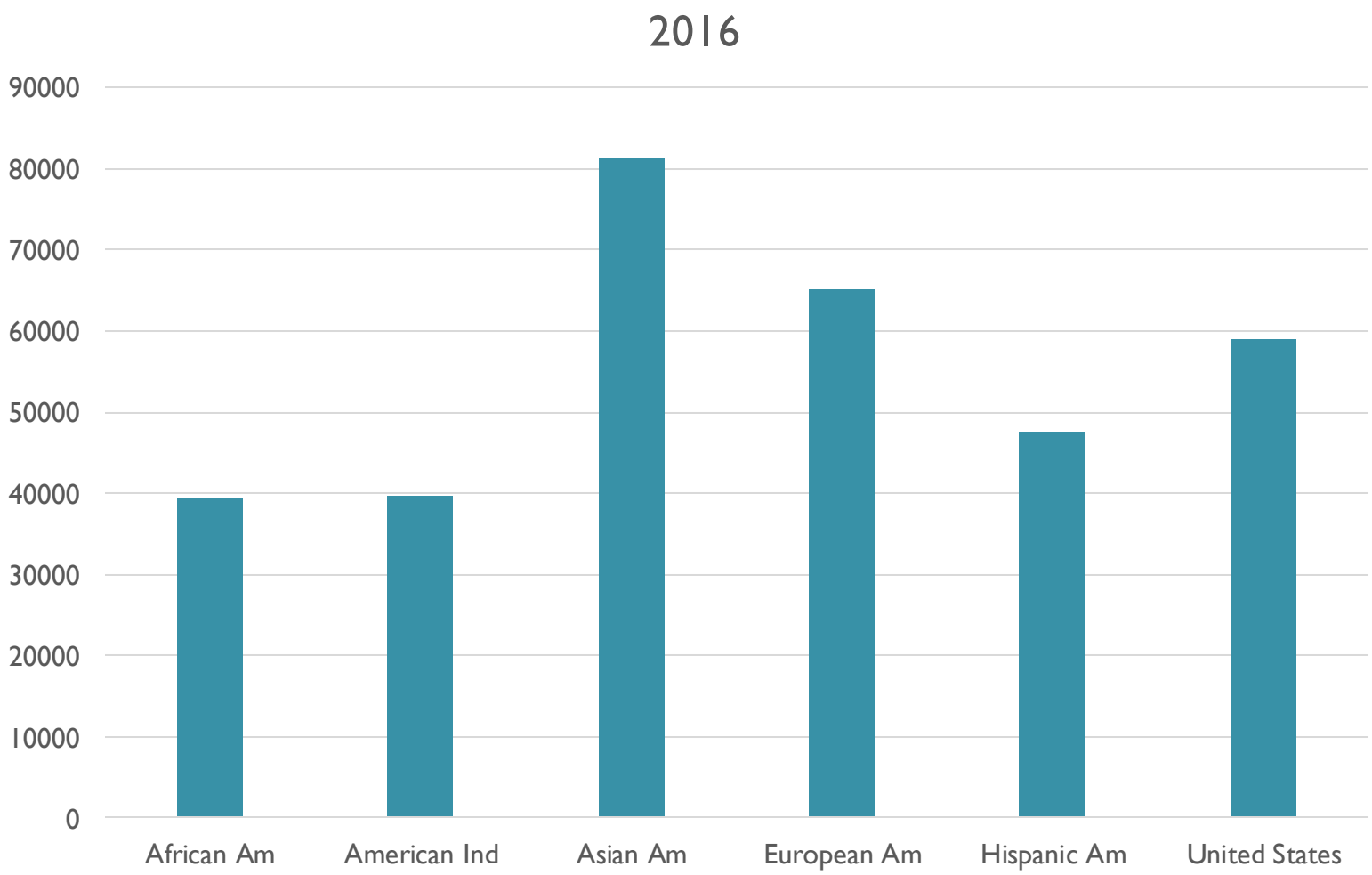
4th Graders **Proficiency Levels** in Reading by Ethnicity/Race



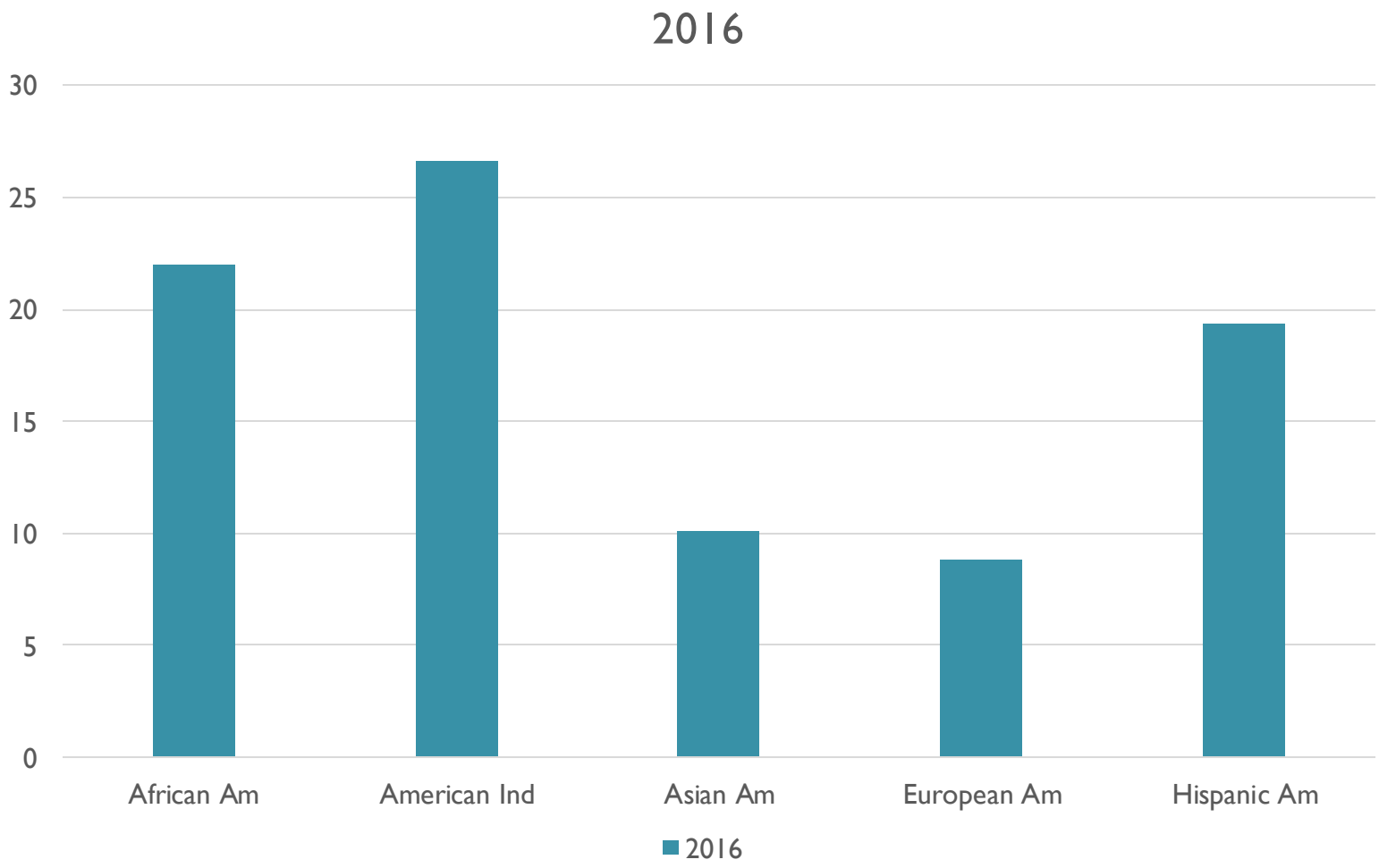
College Enrollment and Graduation Rates by Income Level



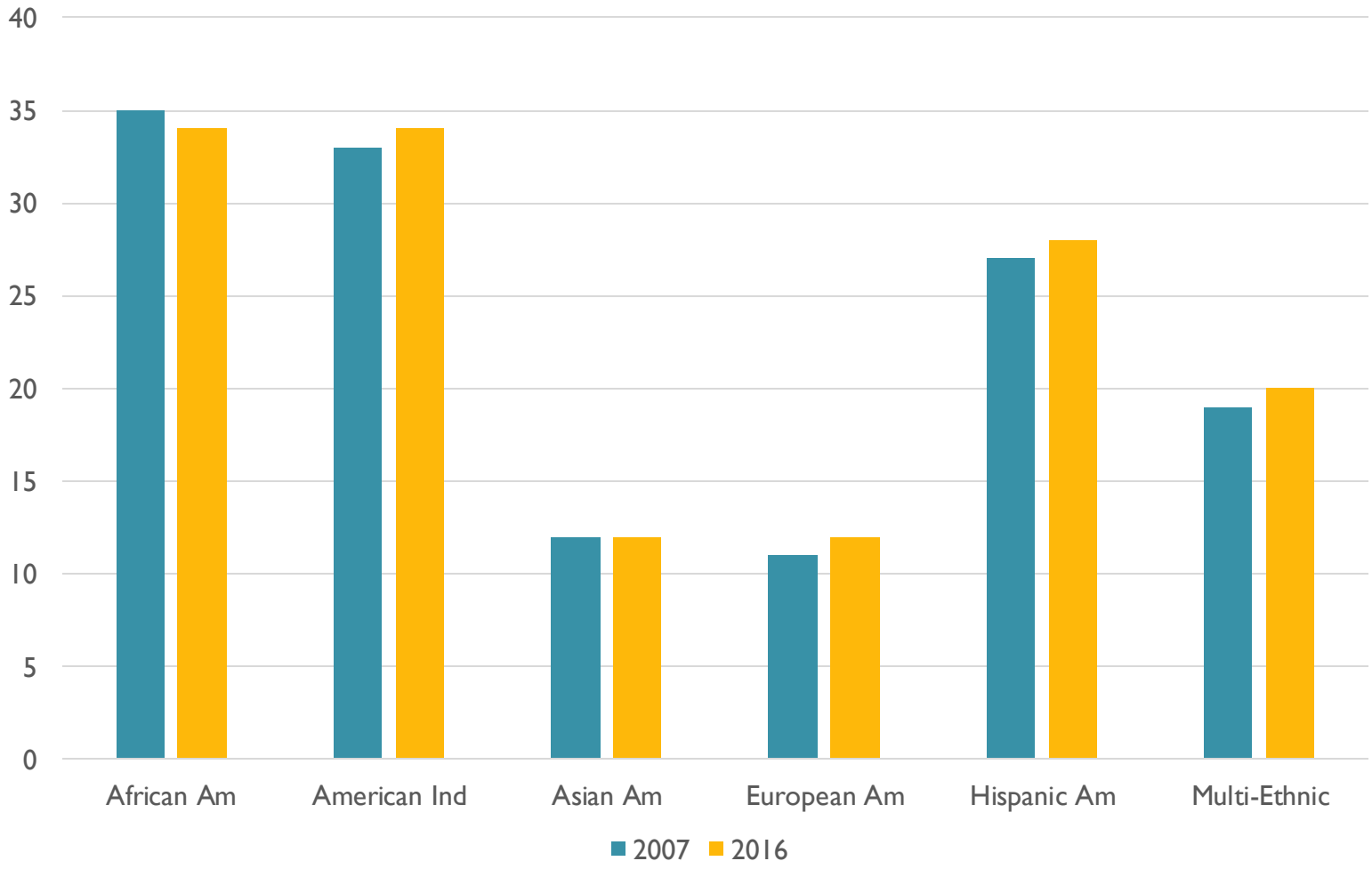
Median U.S. Incomes



% of Individuals Living in Poverty



% of Children Living in Poverty



Who Attends Elite Colleges (Jonathan Wai, 2014)

	Elite school (Top 1%)
Federal judges	40.9%
Billionaires	45.0%
Senators	41.0%
House members	20.6%
Fortune 500 CEOs	38.6%
Davos CEOs	62.6%
Davos media	56.7%
Davos academics	90.1%
Davos government & policy	74.2%
Davos overall	66.1%
Powerful men	85.2%
Powerful women	55.9%

Forbes Magazine

Wealth in GDP (Pop.) and Wealth Gap

1. Monaco (0.040)
2. Liechtenstein (0.038)
3. Luxembourg (0.6)
4. Switzerland (8.8)
5. Macau (0.7)
6. Ireland (5.1)
7. Norway (5.5)
8. United States (332.4)
9. Denmark (5.8)
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2. China (1.42 b)
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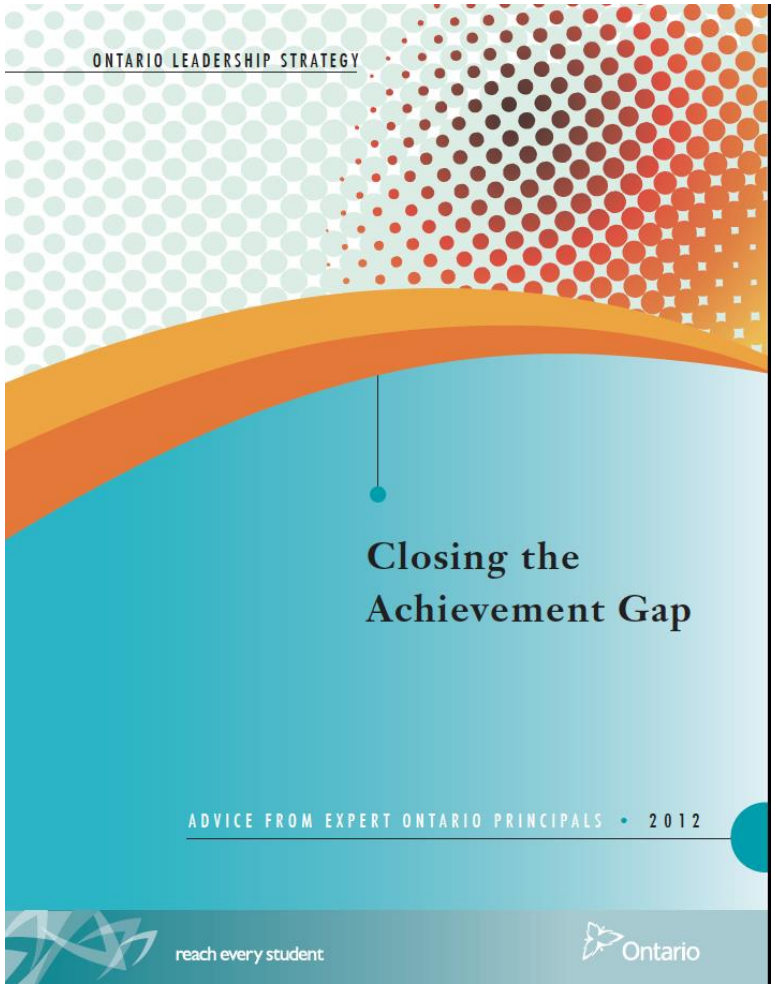
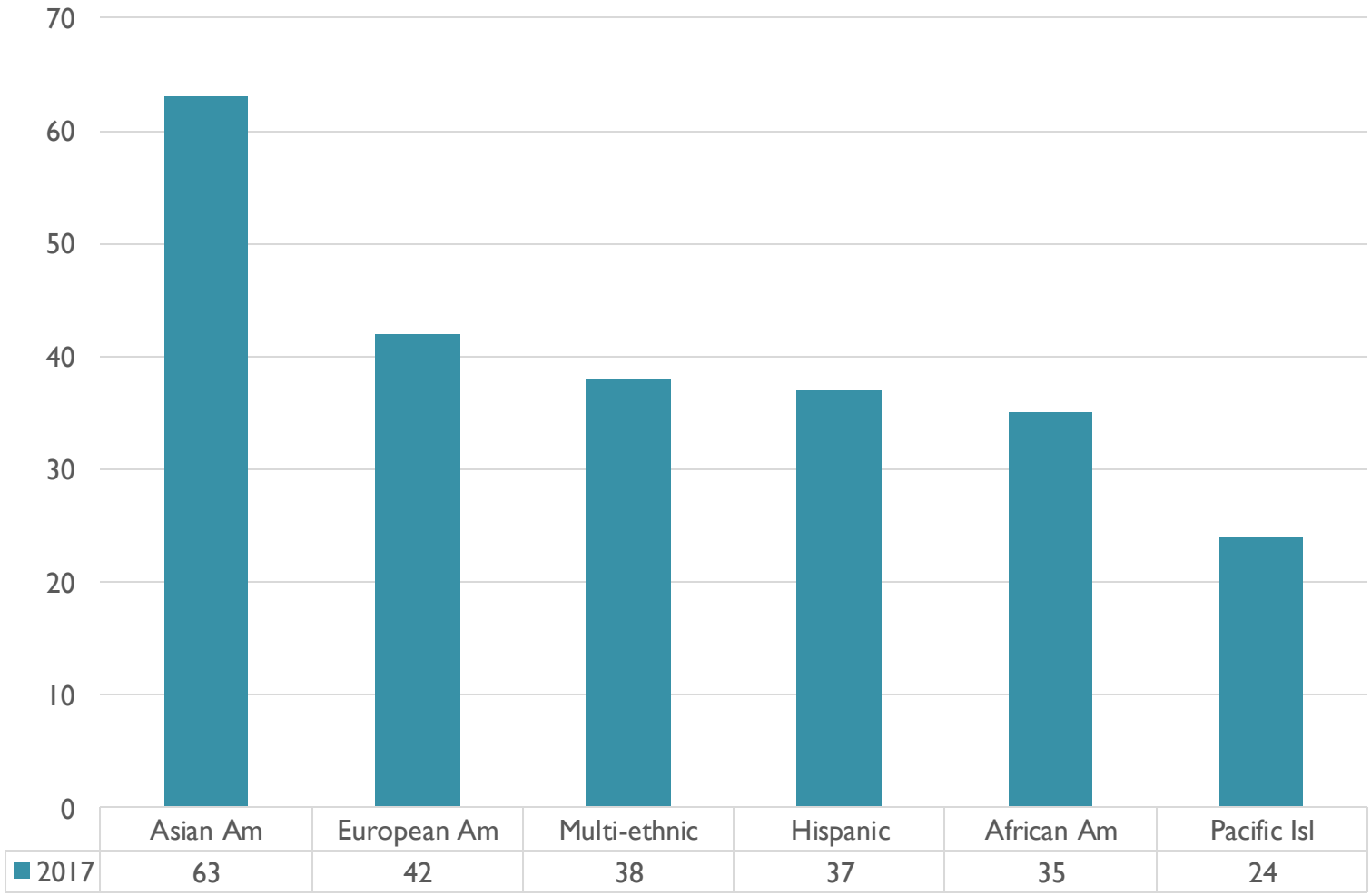
- **In 2019, the wealthiest 10% of American households controlled nearly 75% of household net worth.**

Not Limited to a Single Country

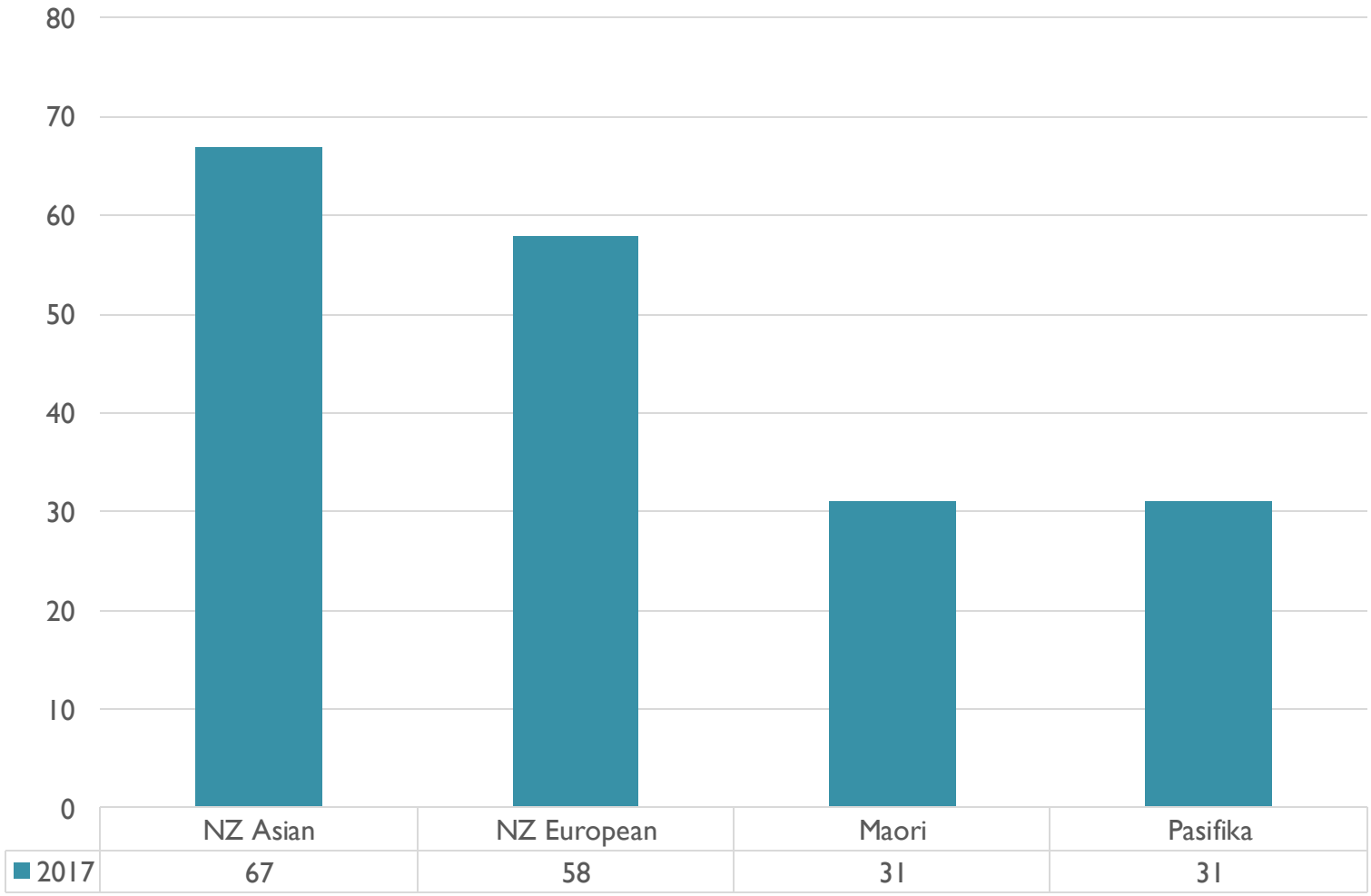


- Explaining the Achievement Gap Between Indigenous and non-Indigenous Students: An Analysis of PISA 2009 Results for Australia and New Zealand
  - Song et al. (2014)

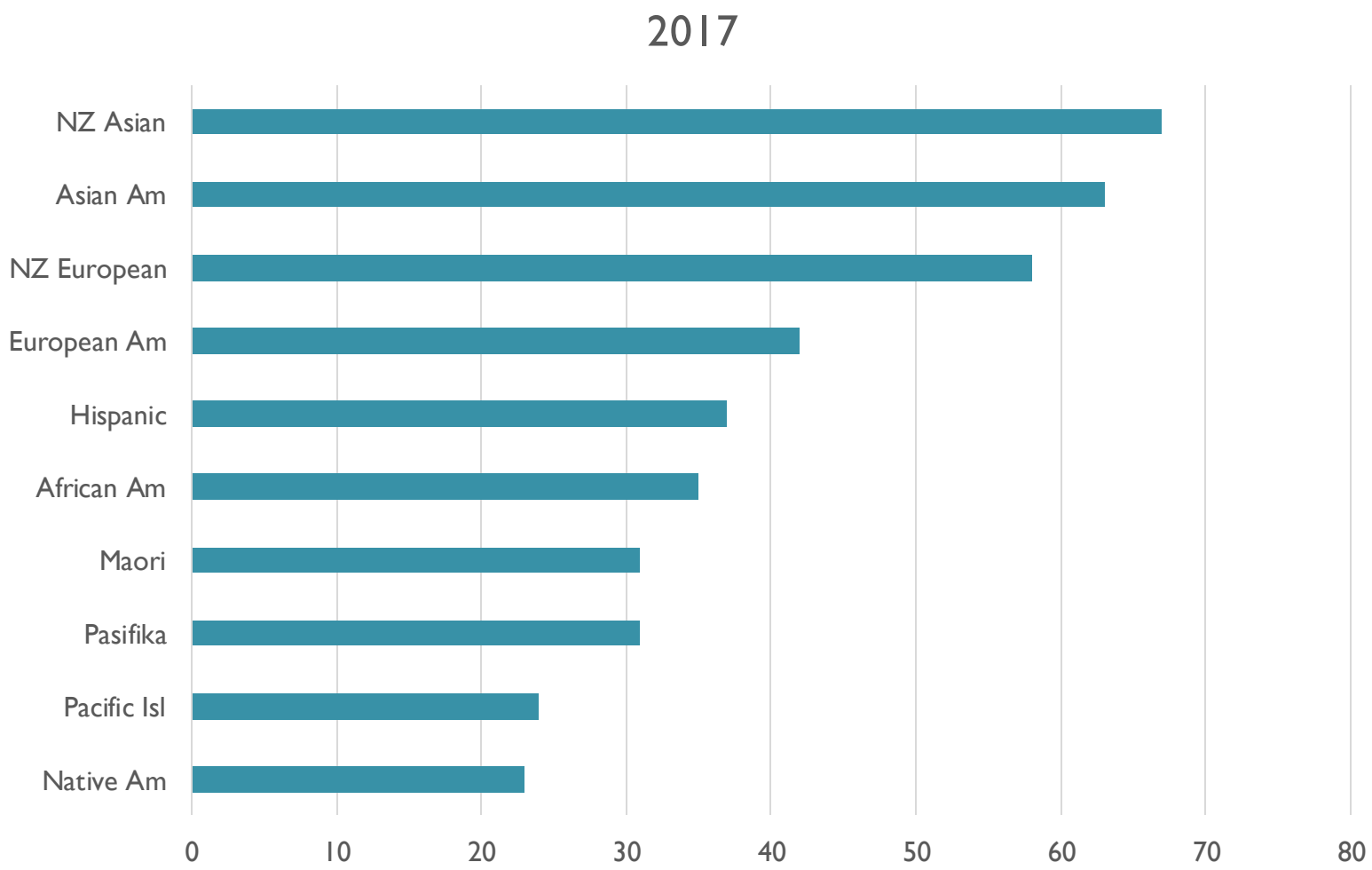
University Enrollment Rates in US



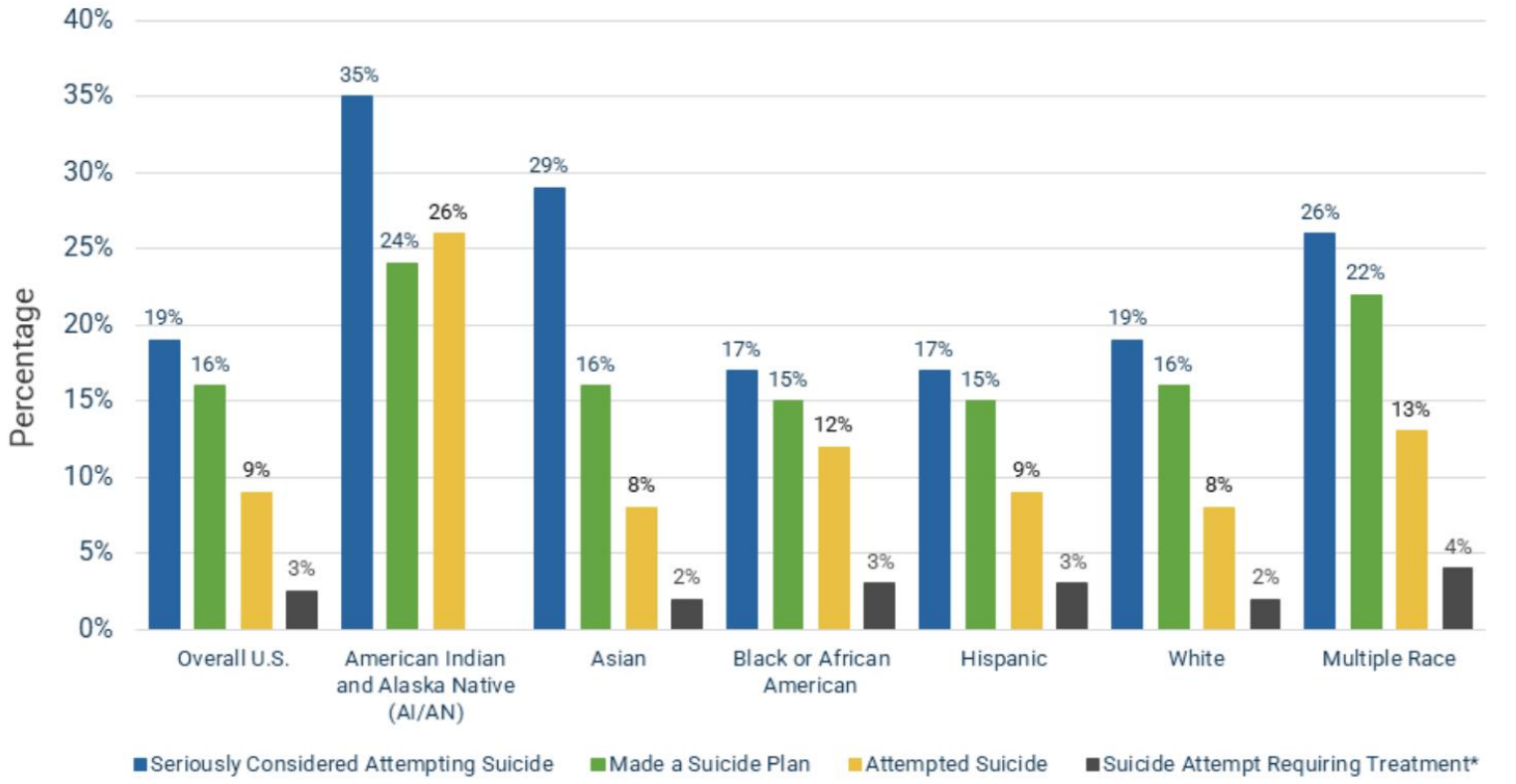
University Enrollment Rates in NZ



NZ and US University Enrollment



Past-Year Suicidal Thoughts and Behaviors for High School Youth, United States 2019

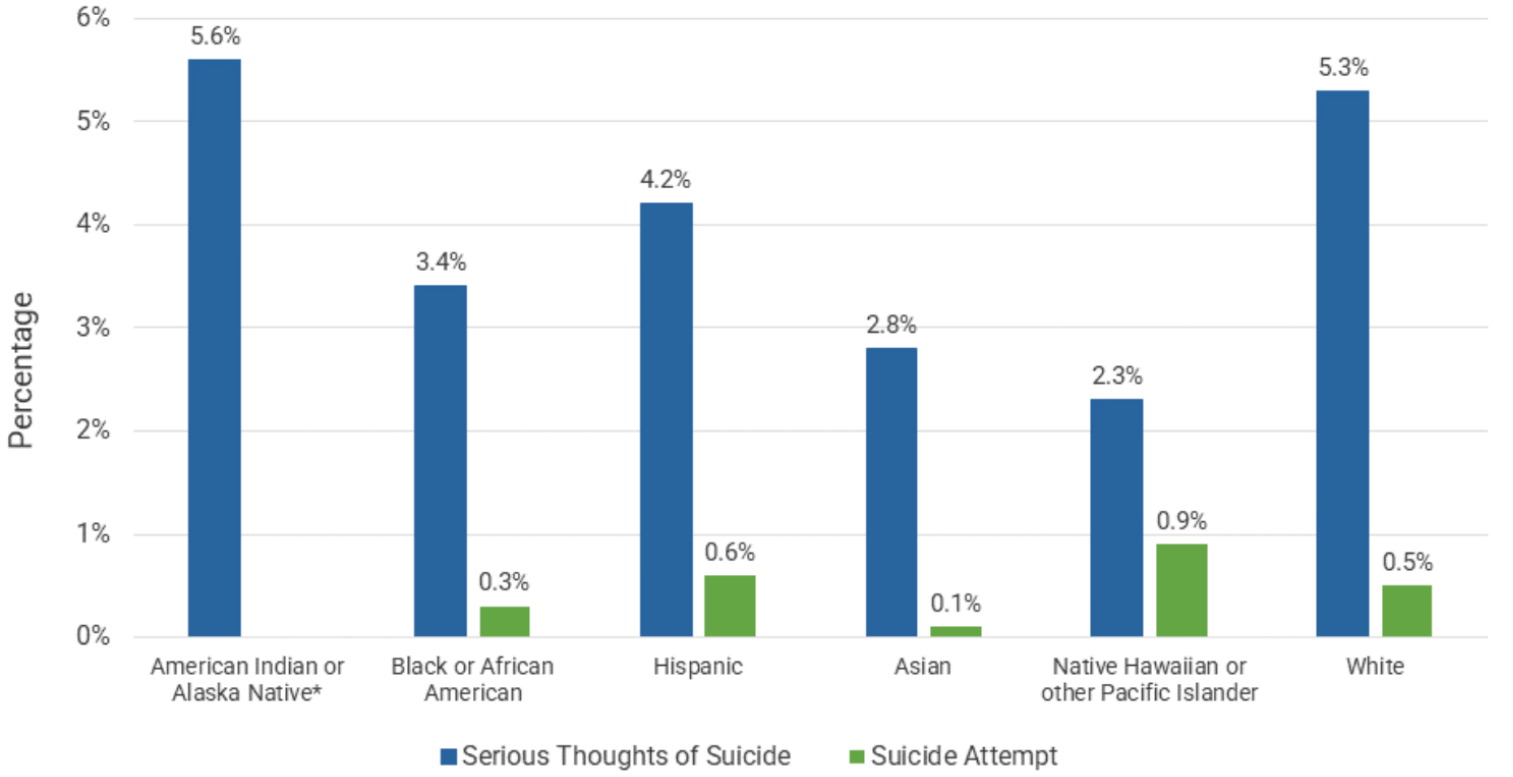


*Percentage estimates for AI/AN youth who had a past-year suicide attempt that resulted in an injury, poisoning, or overdose that had to be treated by a doctor or nurse were too small to be reliable and are not included in this chart.

www.sprc.org

Source: CDC, 2020

Past-Year Suicidal Thoughts and Suicide Attempts for Adults, United States 2020



www.sprc.org

*Suicide attempt data not available due to research limitations.

Source: SAMHSA, 2020

Tailwinds and Headwinds

(David Stevens, 2020)

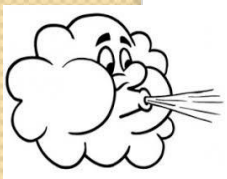
Some Students:

Tailwinds

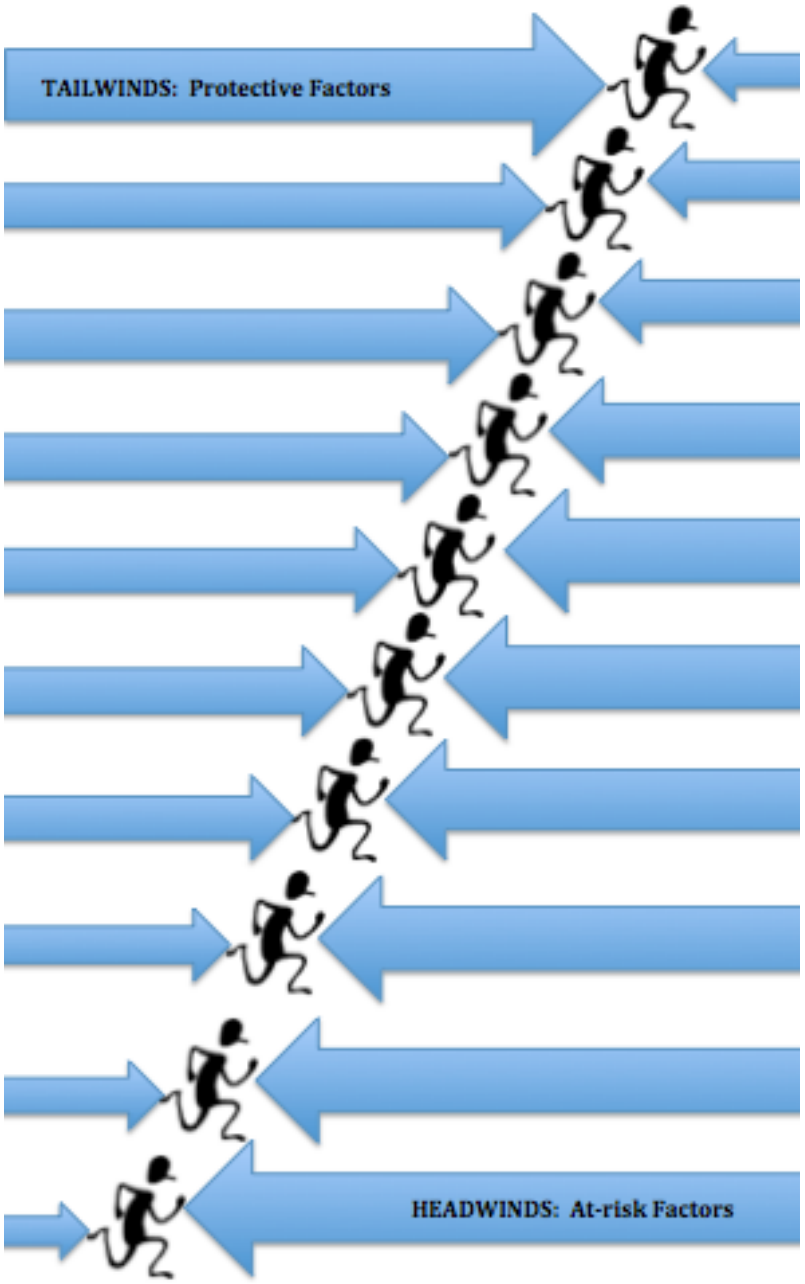
Headwinds

Other Students:

Headwinds



Tailwinds


TAILWINDS: Protective Factors
HEADWINDS: At-risk Factors

Protective and Risk Factors of Student Performance

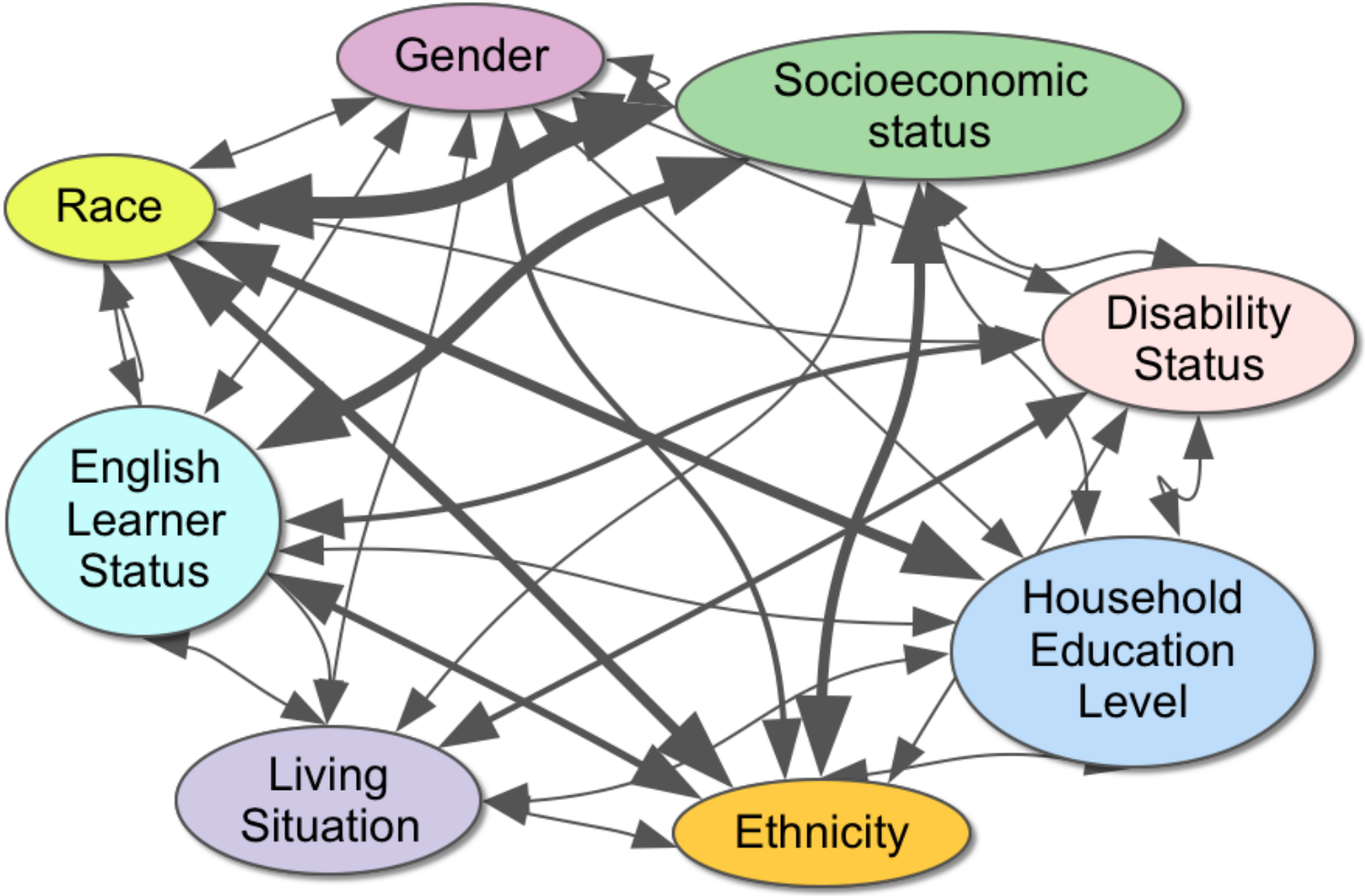
Tailwinds (protective factors)

- High Parent Education Level
- Stable housing
- History of academic success
- High attendance rates

Headwinds (extra challenges)

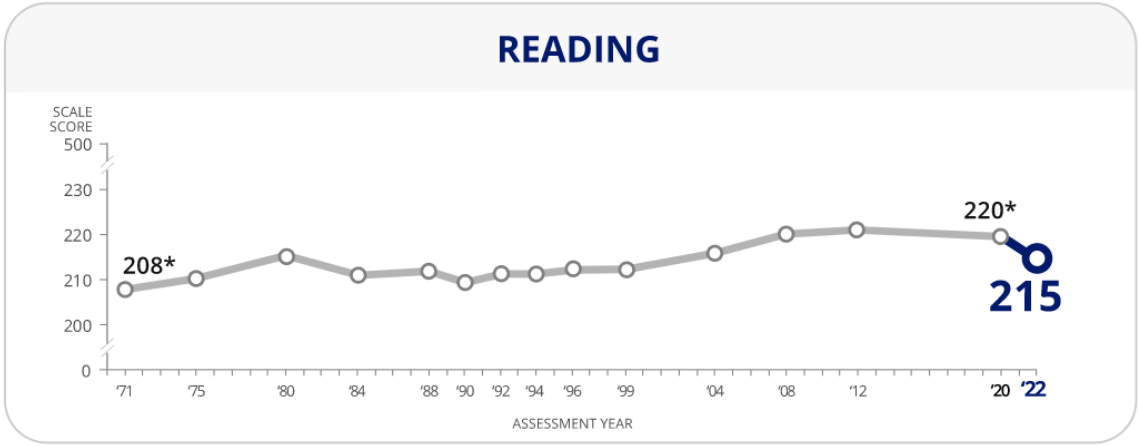
- English Learner
- Disability
- Socio-economically Disadvantaged
- Low Parent Education Level
- Homeless
- History of academic struggles
- Poor attendance

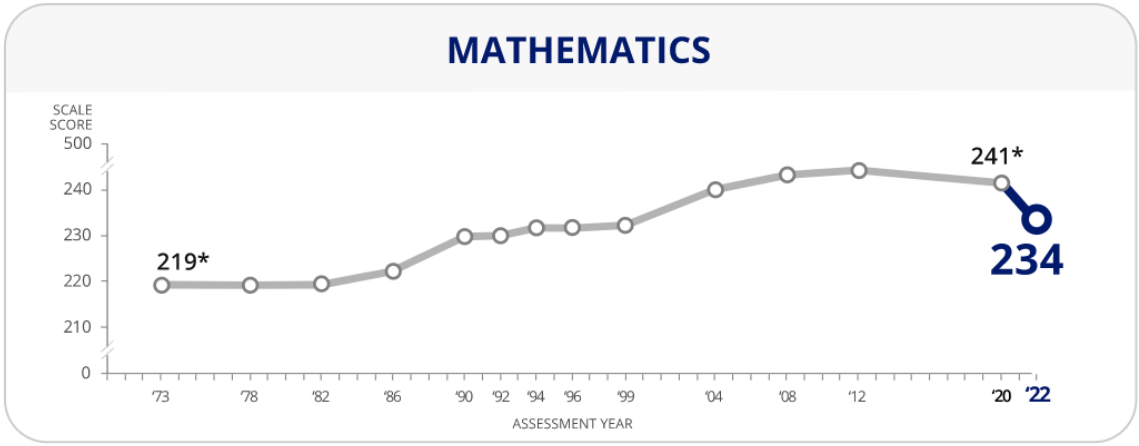
Many "Issues" Interact
(David Stevens, BUSD)

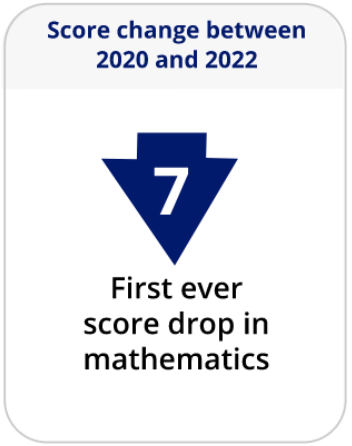


IMPACT OF THE PANDEMIC

Learning Loss I

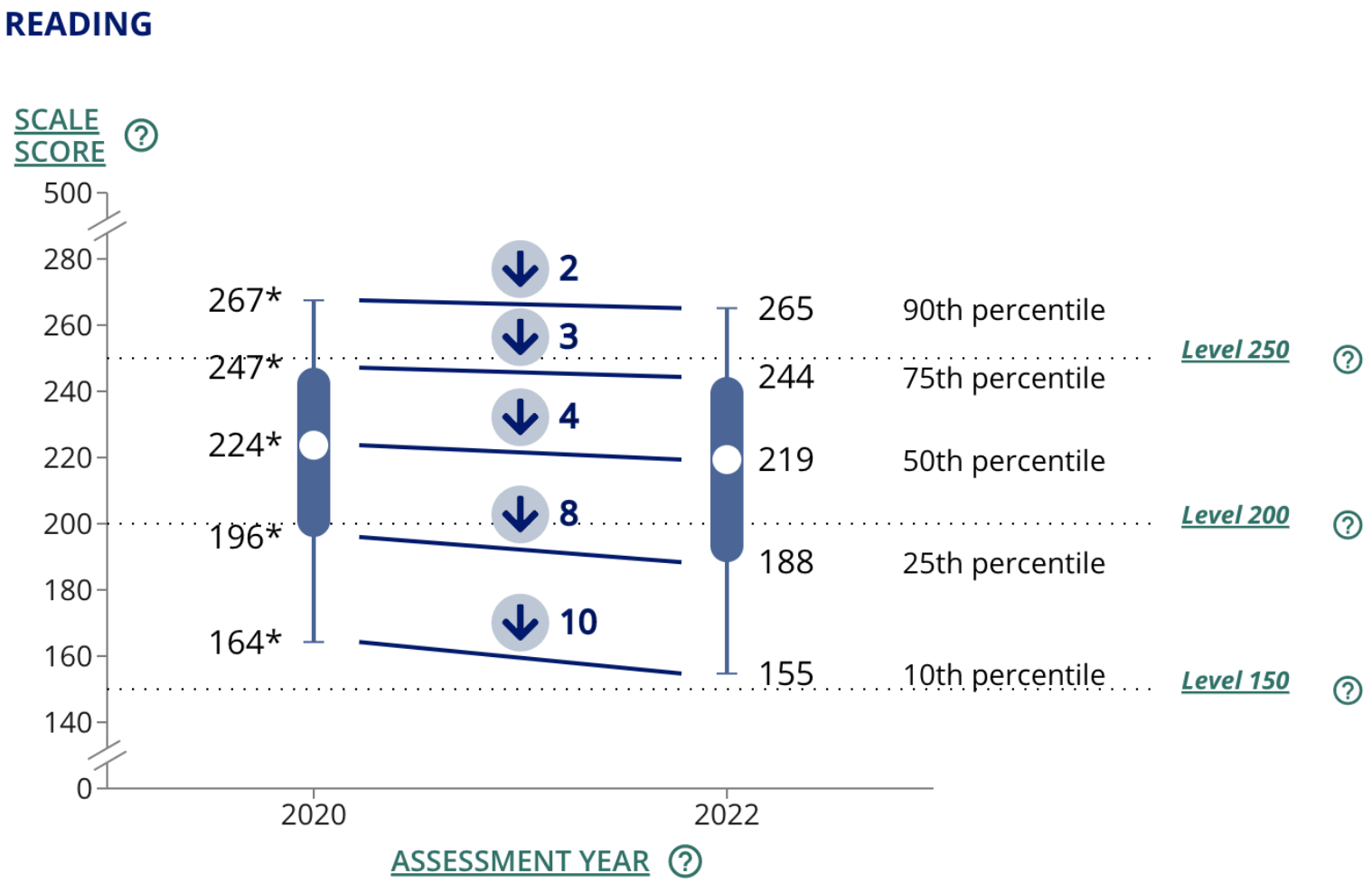






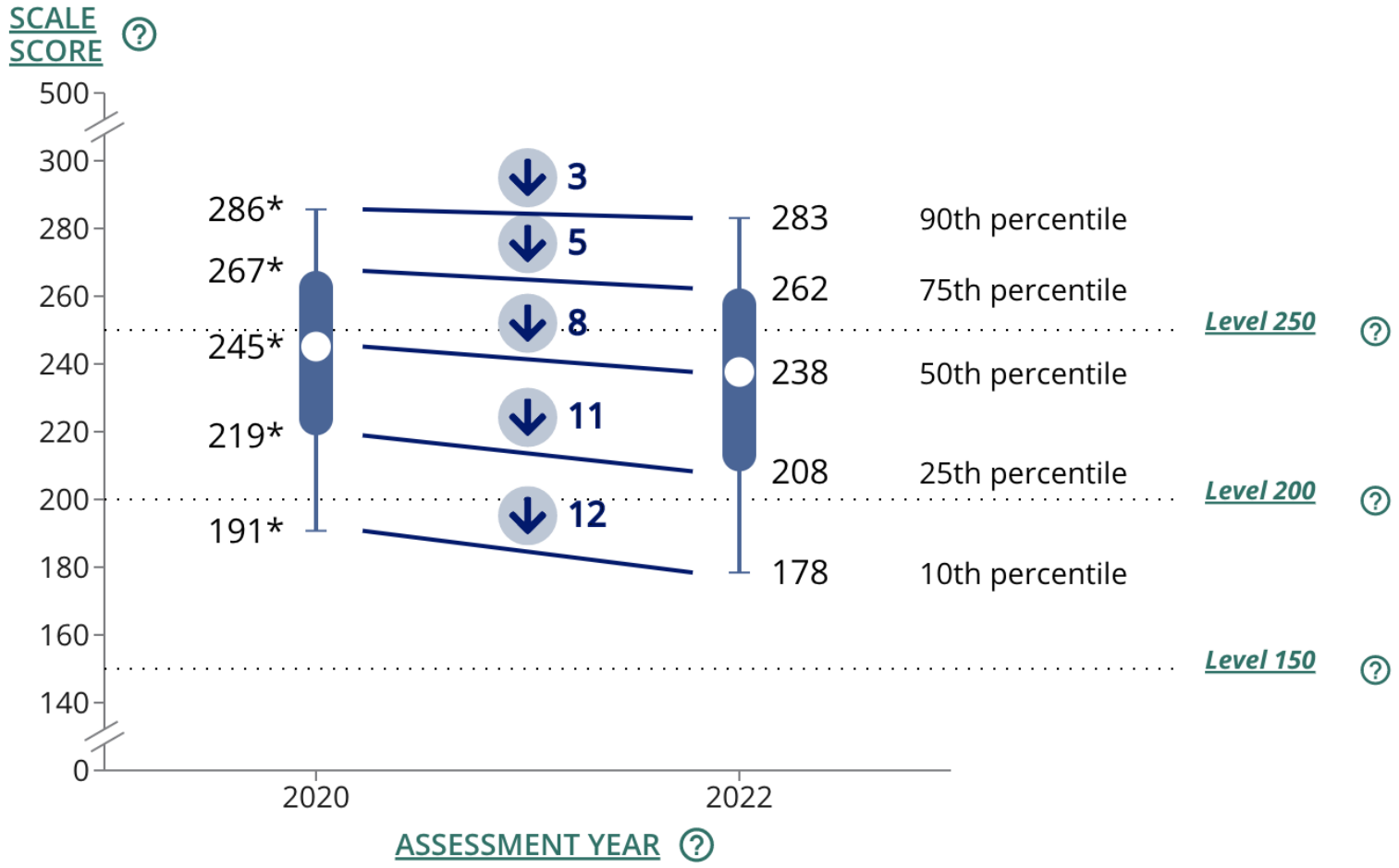
* Significantly different ($p < .05$) from 2022.

Learning Loss 2

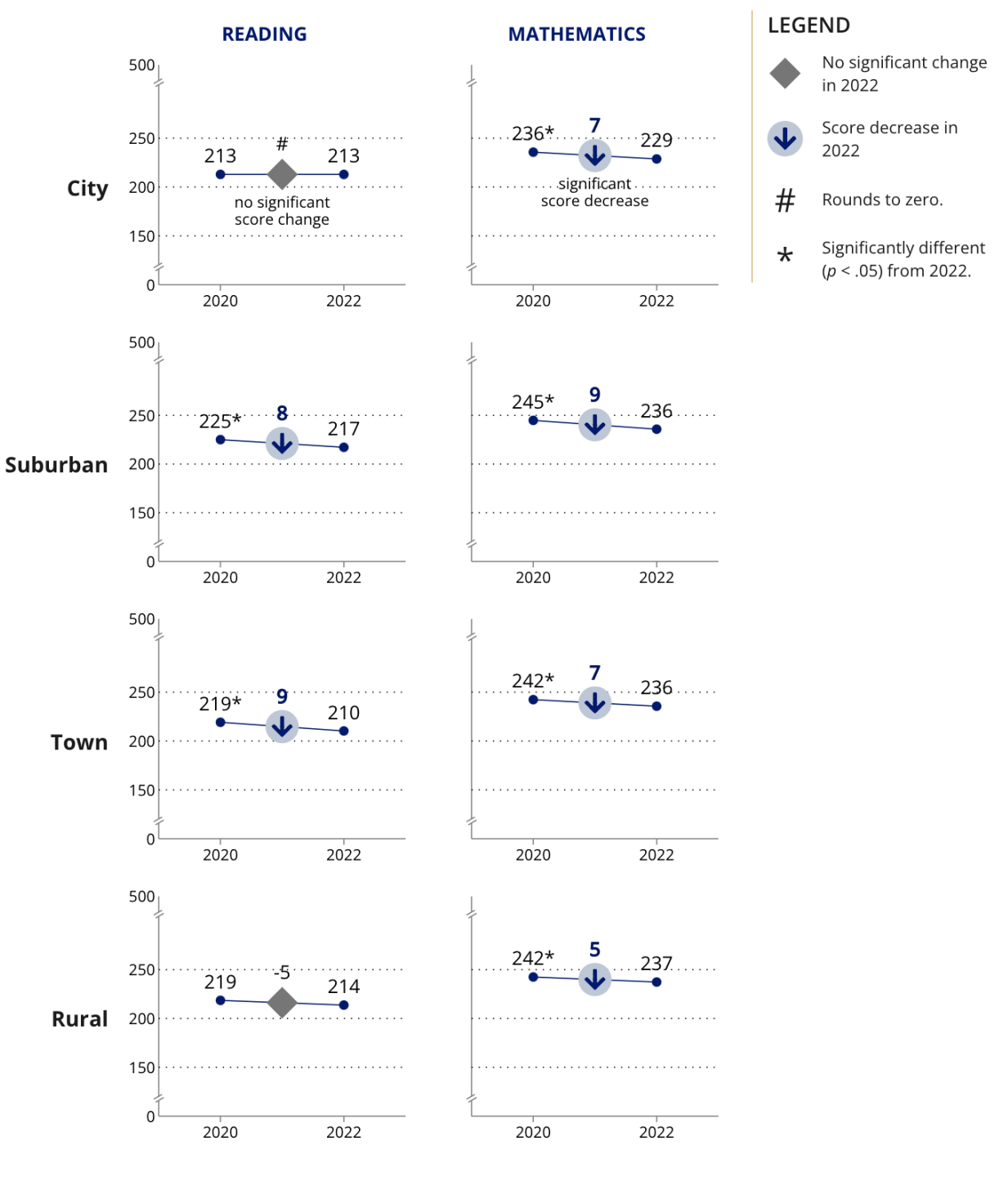


Learning Loss 3

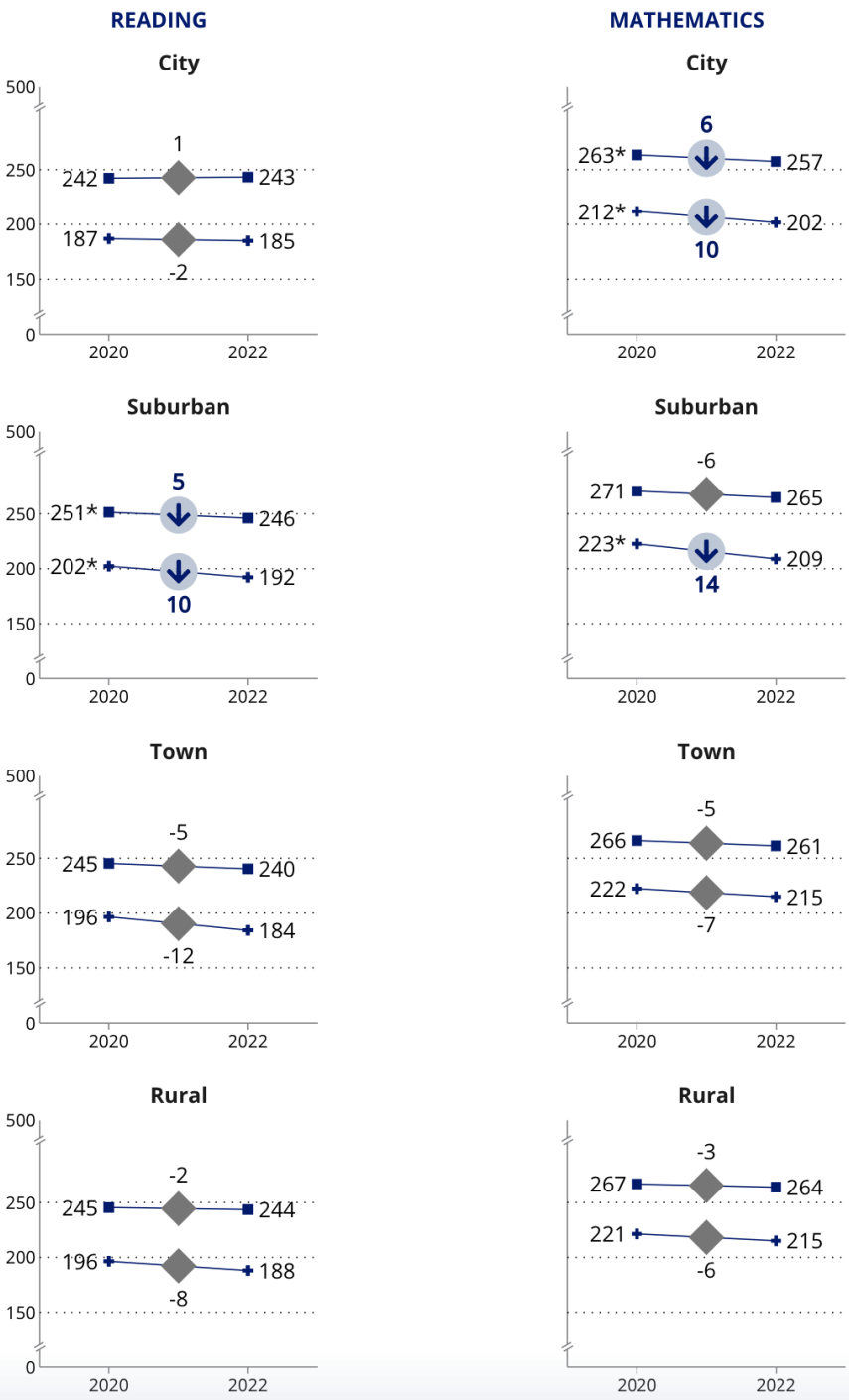
MATHEMATICS



Learning Loss 4

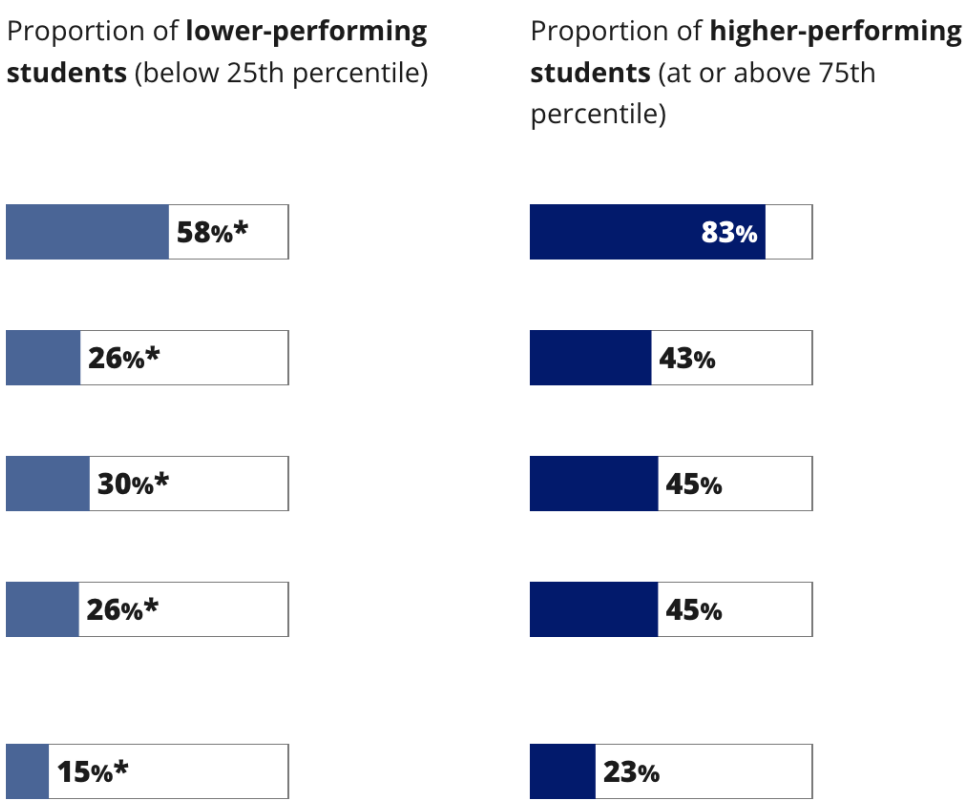


Learning Loss 5



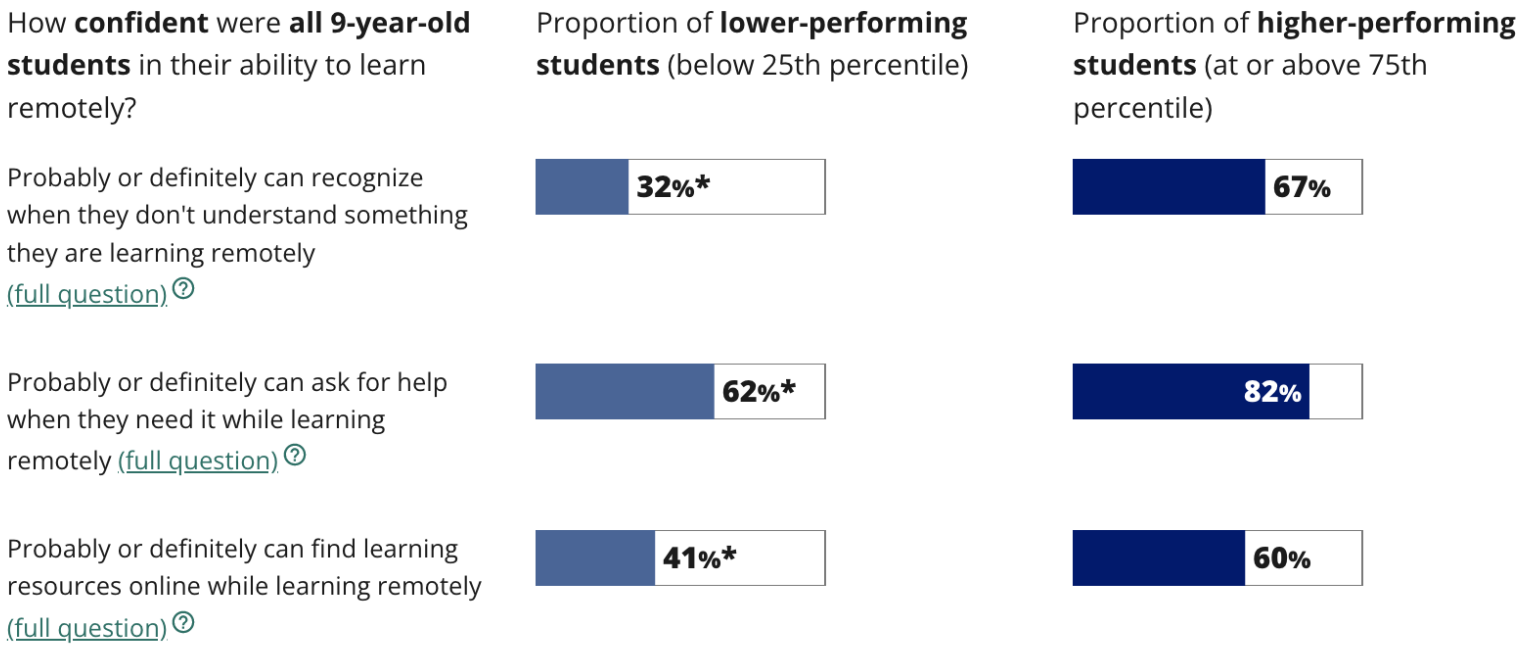
Learning Loss 6

70% of students recalled experiencing remote learning last school year. What **supports** did those students have?



* Significantly different ($p < .05$) from students performing at or above the 75th percentile.

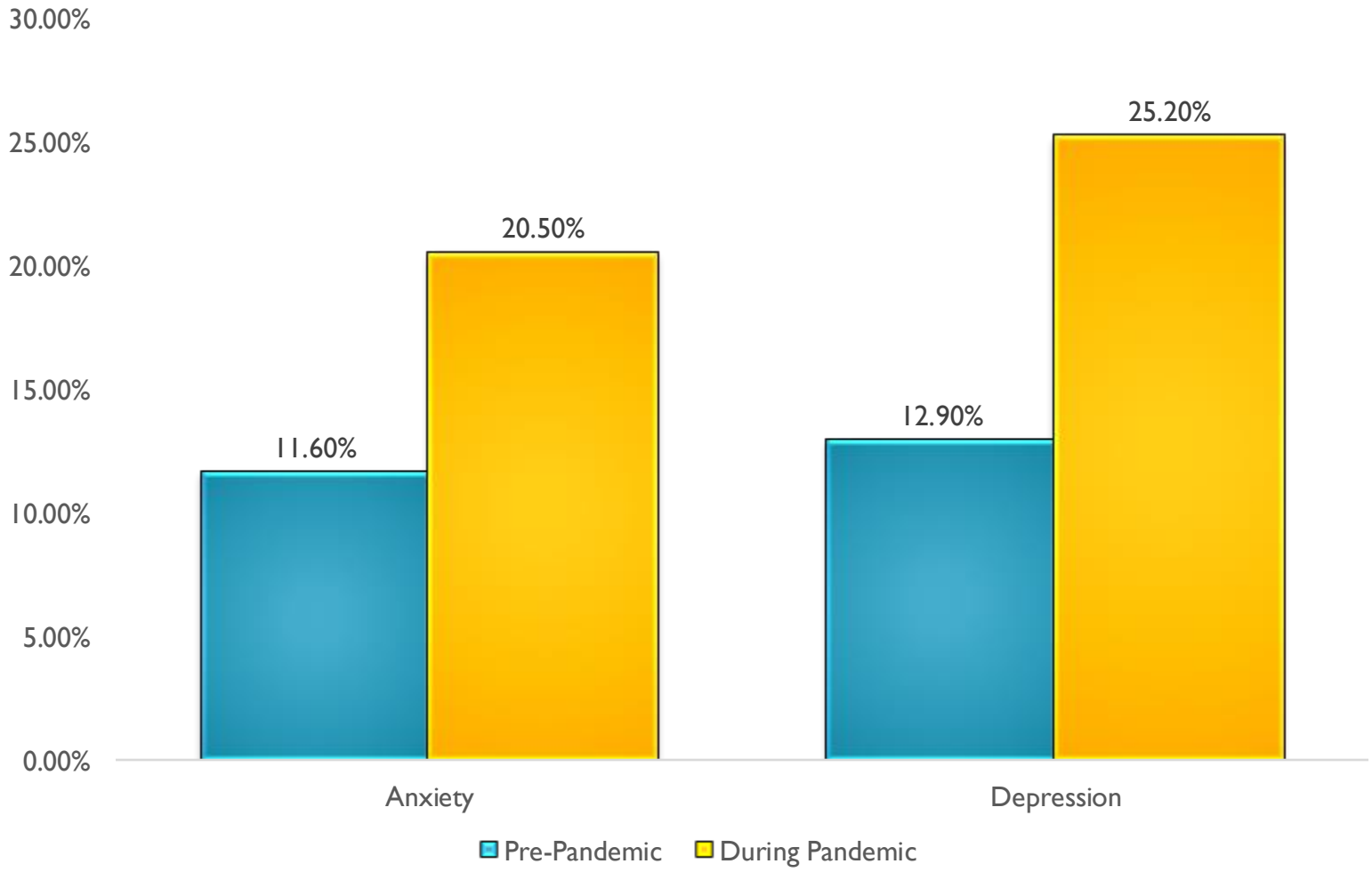
Learning Loss 8



* Significantly different ($p < .05$) from students performing at or above the 75th percentile.

Anxiety and Depression in Youth

Racine et al. (2021. *JAMA Pediatrics*)



Shutdowns Distorted Our Sense of Time
Gupta (2022); Holman et al. (2022)

- Psychologists have confirmed that the pandemic led many people worldwide to experience distortions in their perception of time.
- Two surveys of more than 5,600 people in the US taken during the first six months of the pandemic showed that roughly two-thirds of respondents reported feeling out of sync.
- Individuals who reported greater feelings of time distortion, may be at higher risk of developing mental health problems.

ON TOP OF THE PANDEMIC

Other Stressors

- Effects of Climate Change
- Ongoing mass shootings including in schools
- Increasing concern about civil rights
  - Murder of George Floyd and others
- Increased Political Polarization
  - Attacks on voting rights
  - Attacks on LGBTQ+ rights
  - Book bans are at an all-time high
- Inflation
  - Supply chain issues due to the pandemic
  - The war in Ukraine

APA's Stress in America Poll 2022

Data Collected August 18 to September 2, 2022

- 3,192 Adults
- Interviews conducted in English and Spanish
- Weighted age by gender, ethnicity/race, education level, region, household income, time spent online, country of origin (Asian and Hispanic households), size of household (Gen Zs)

64% OF ADULTS SAID THEY FEEL THEIR RIGHTS ARE UNDER ATTACK

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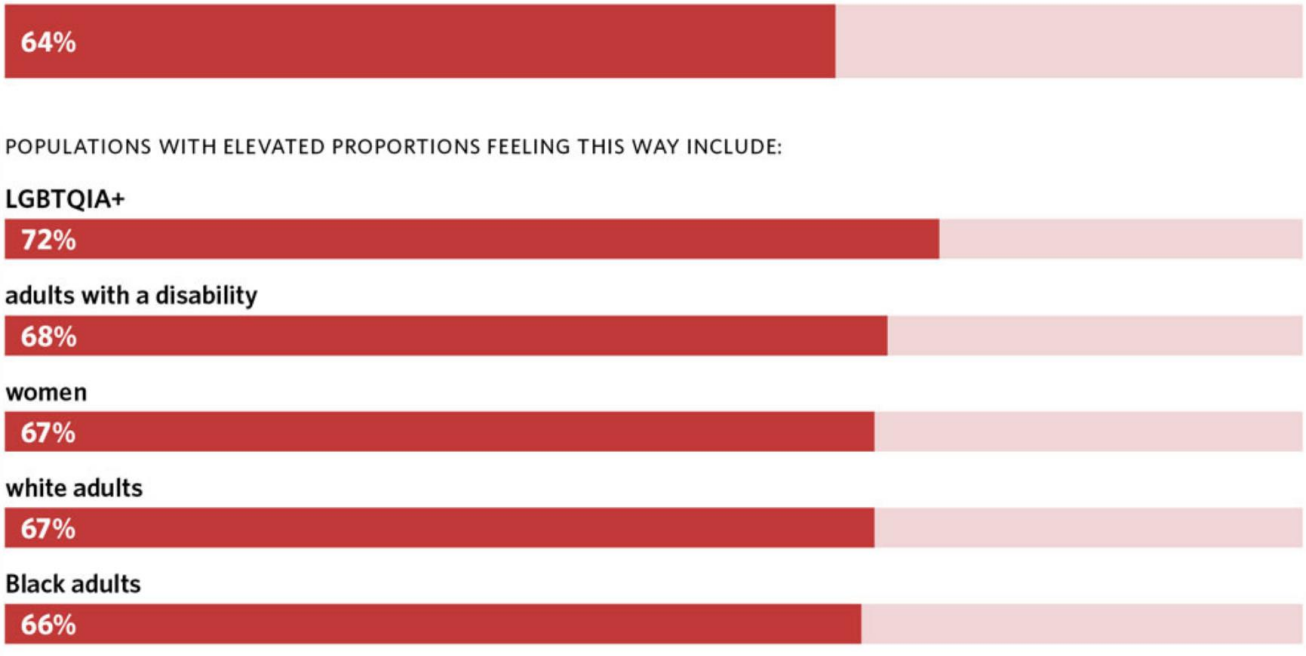

STRESS IN AMERICA™ 2022

RACIAL CLIMATE IN U.S. A SIGNIFICANT SOURCE OF STRESS

% OF ADULTS WHO REPORTED THE RACIAL CLIMATE AS A SIGNIFICANT SOURCE OF STRESS, BY RACE

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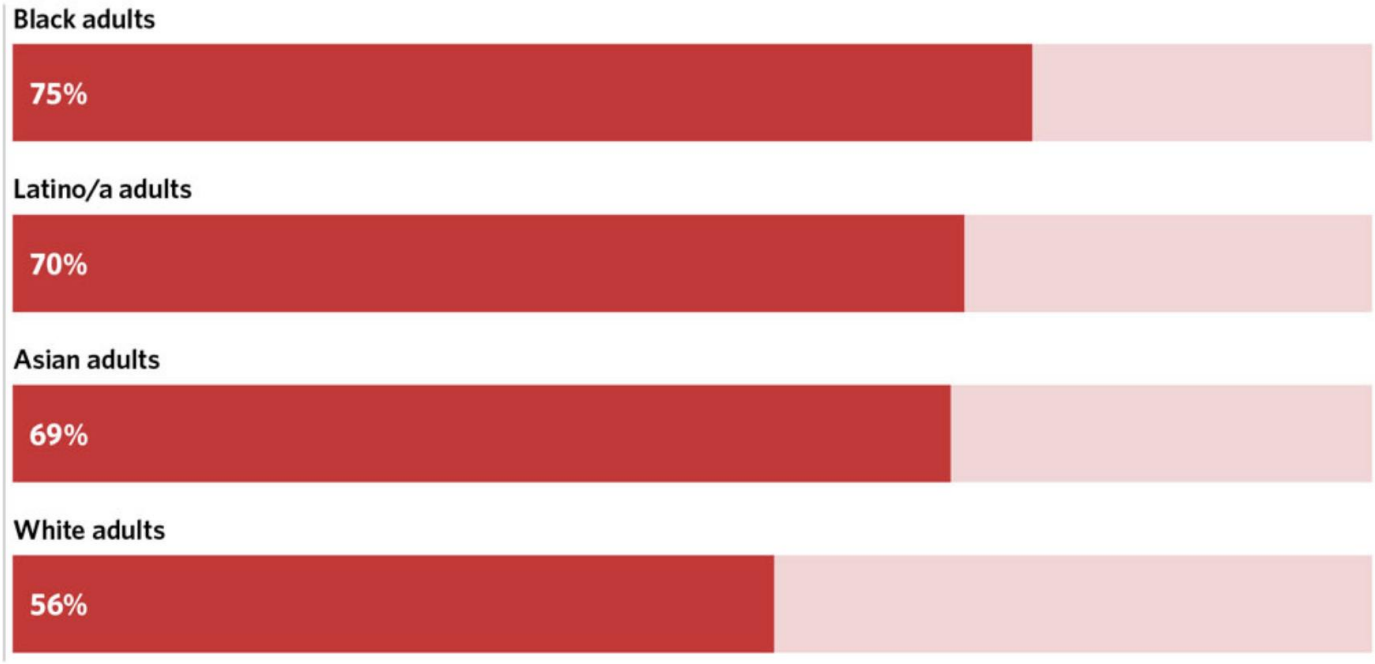

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MONEY, INFLATION A SOURCE OF STRESS FOR MANY U.S. ADULTS

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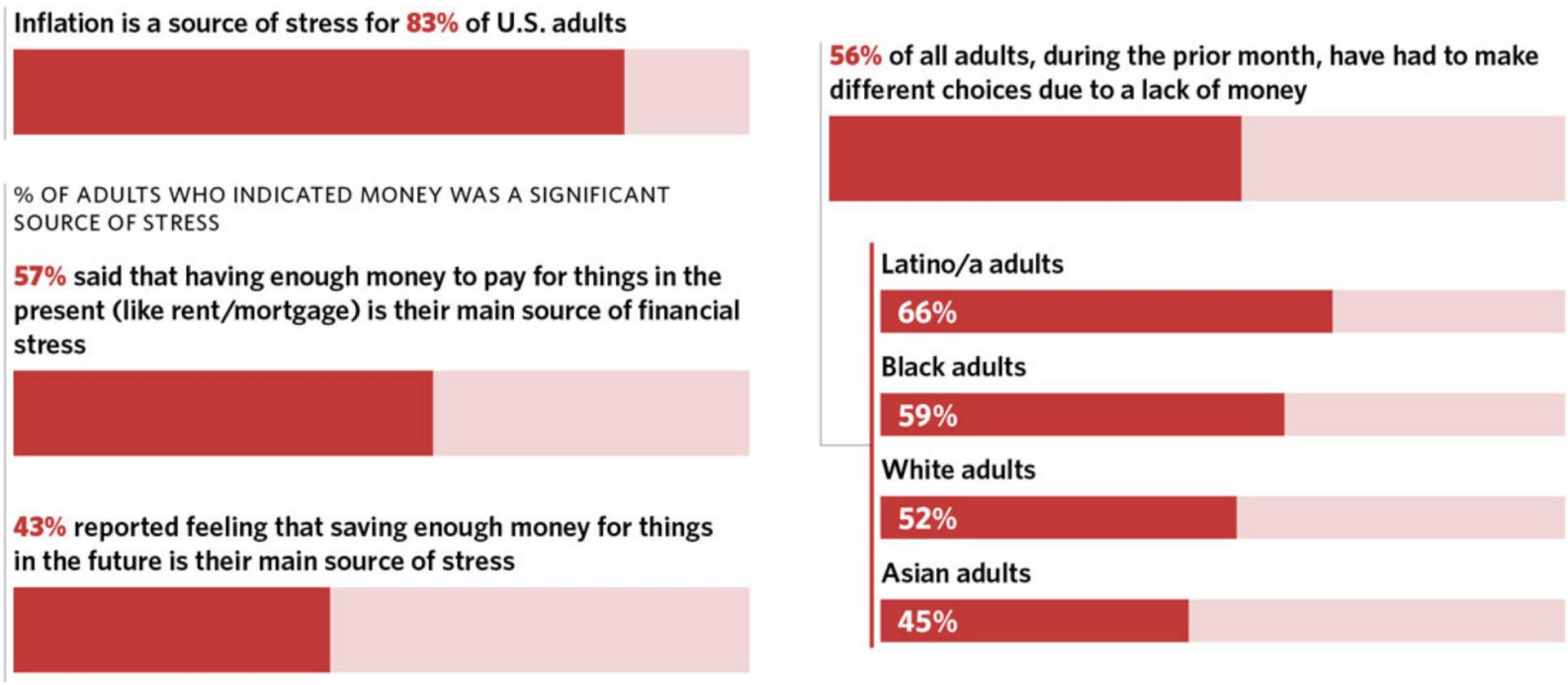

STRESS IN AMERICA™ 2022

LATINAS MOST LIKELY TO CITE VIOLENCE AND CRIME, MASS SHOOTINGS, GUN VIOLENCE AS SIGNIFICANT SOURCE OF STRESS IN THEIR LIVES

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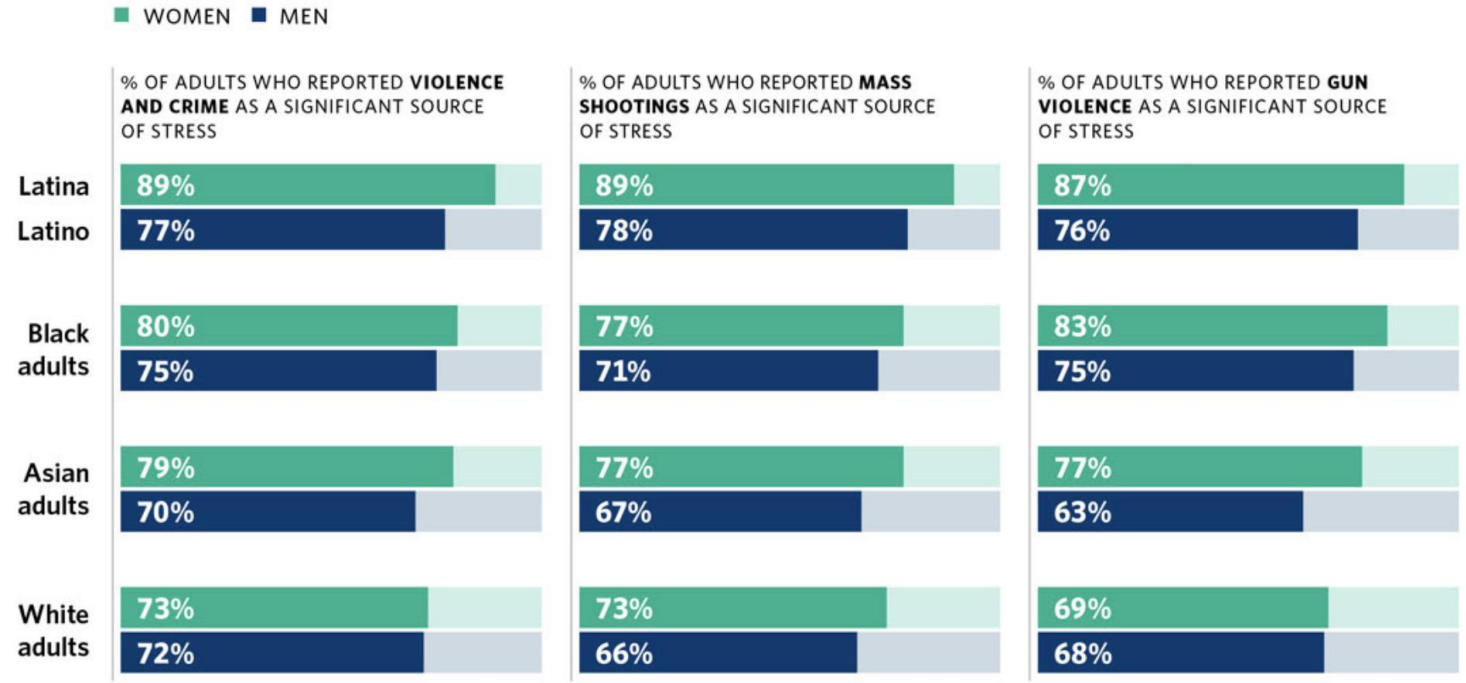

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YOUNGER ADULTS FEEL COMPLETELY OVERWHELMED BY STRESS

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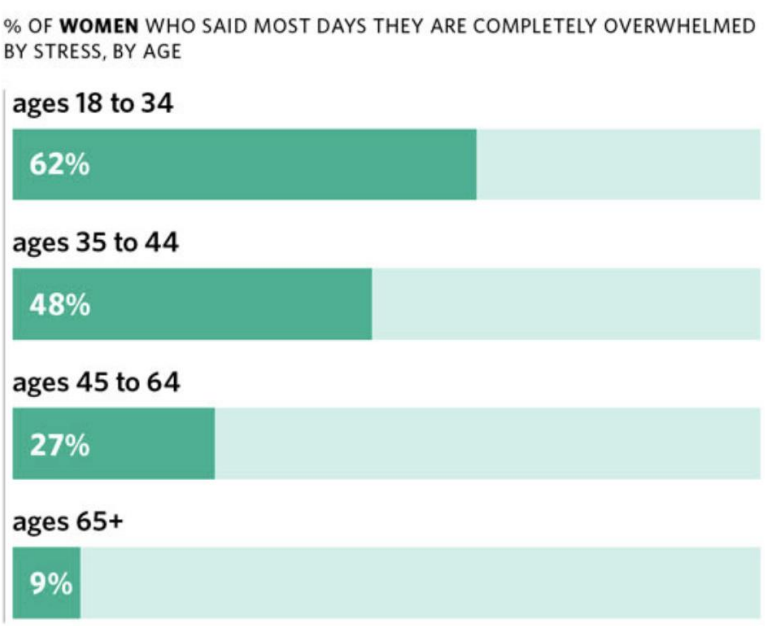

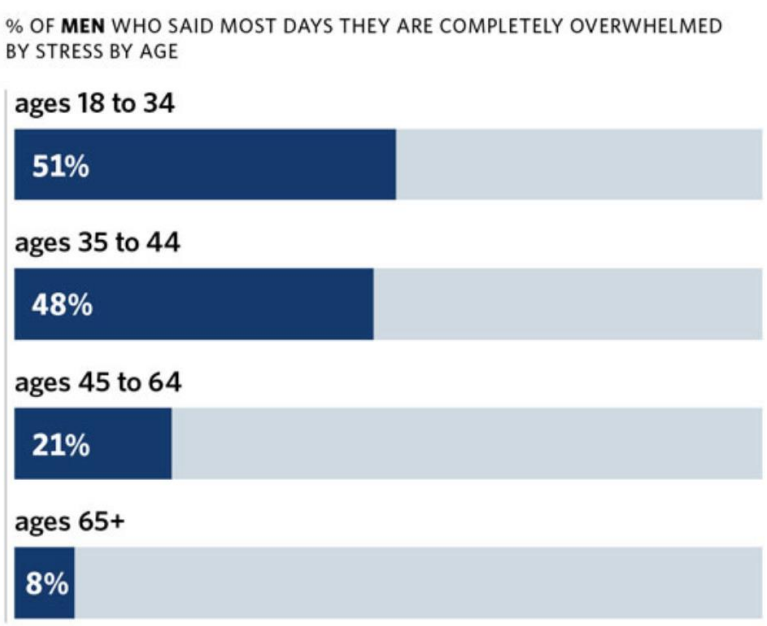

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STRESS AND ITS IMPACT ON ABILITY TO FUNCTION

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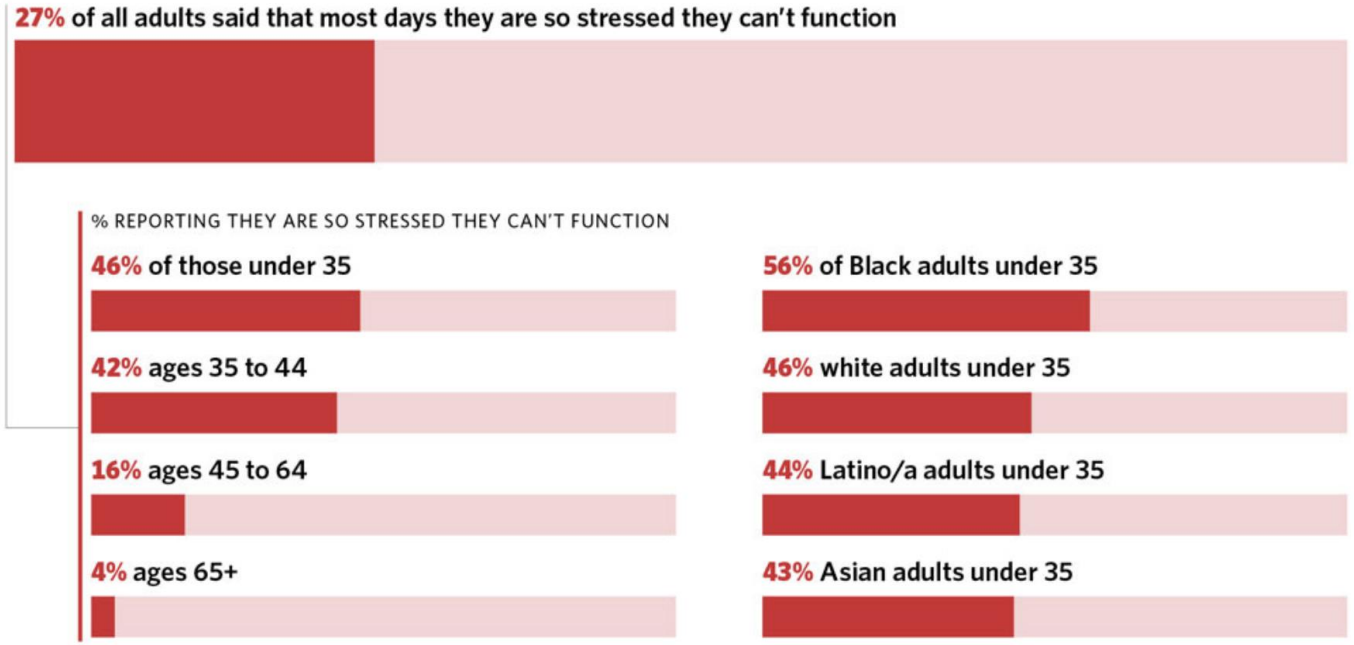

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Selected Results from the APA Task Force on Violence Against Educators and School Personnel

American Psychological Association Taskforce on Violence Against Educators and School Personnel

- *Susan Dvorak McMahon, Ph.D. (Chair, DePaul University)*
- *Eric M. Anderman Ph.D. (The Ohio State University)*
- *Ron Avi Astor Ph.D. (UCLA)*
- *Dorothy L. Espelage Ph.D. (UNC Chapel Hill)*
- *Andrew Martinez Ph.D. (Center for Court Innovation, NYC)*
- *Linda A. Reddy Ph.D. (Rutgers University)*
- *Frank C. Worrell Ph.D. (UC Berkeley)*

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Partner Organizations

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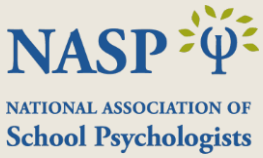
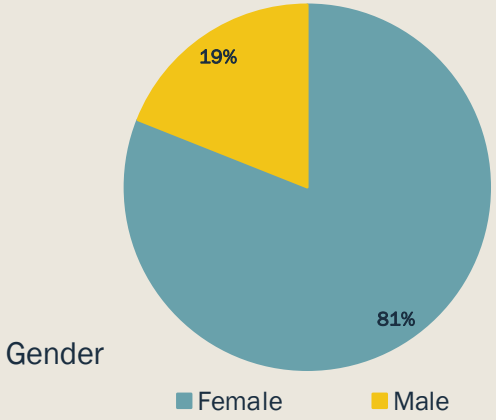
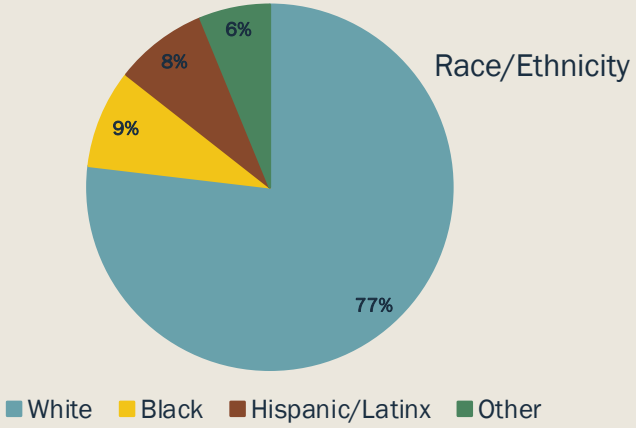
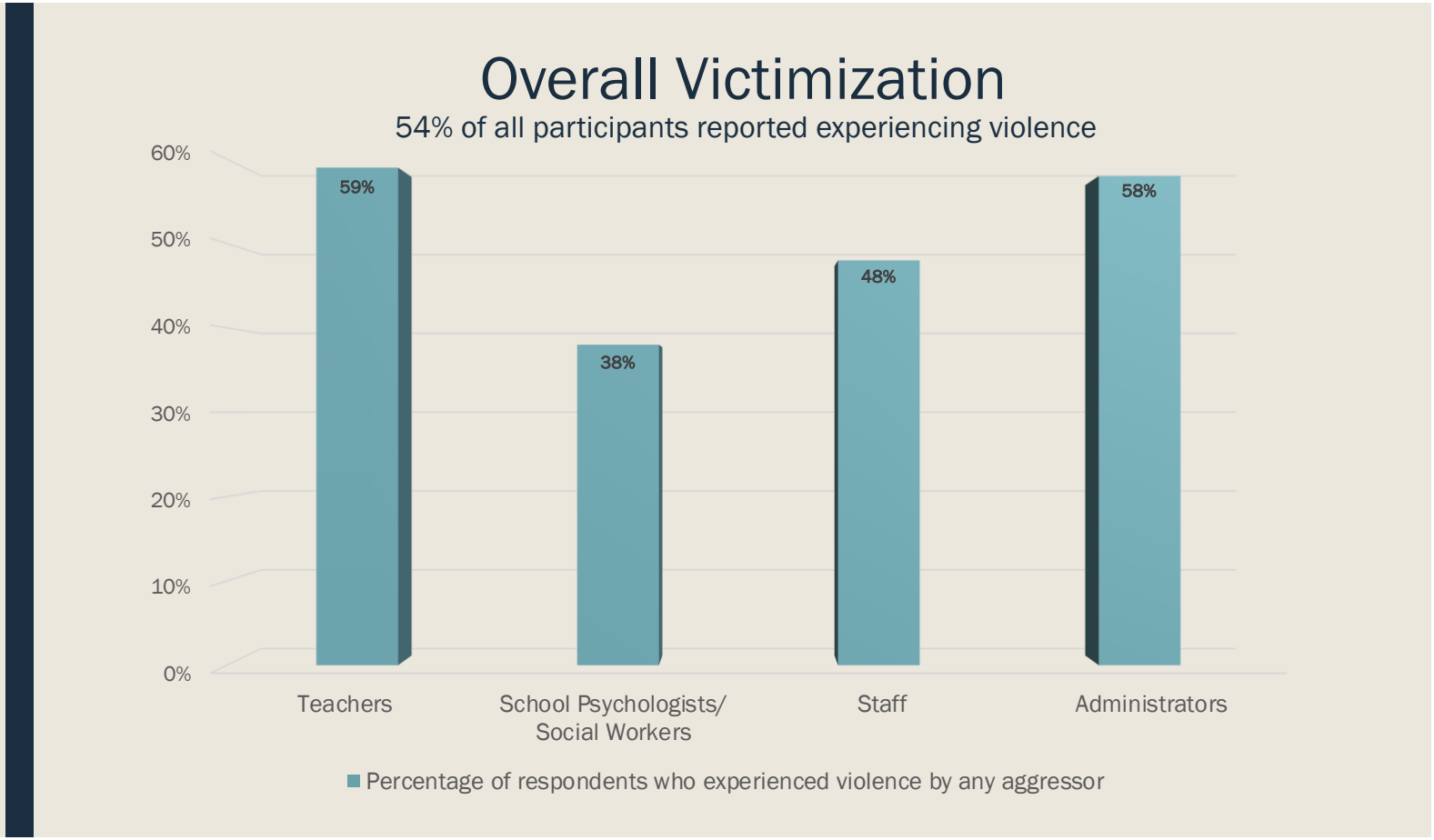


Sample

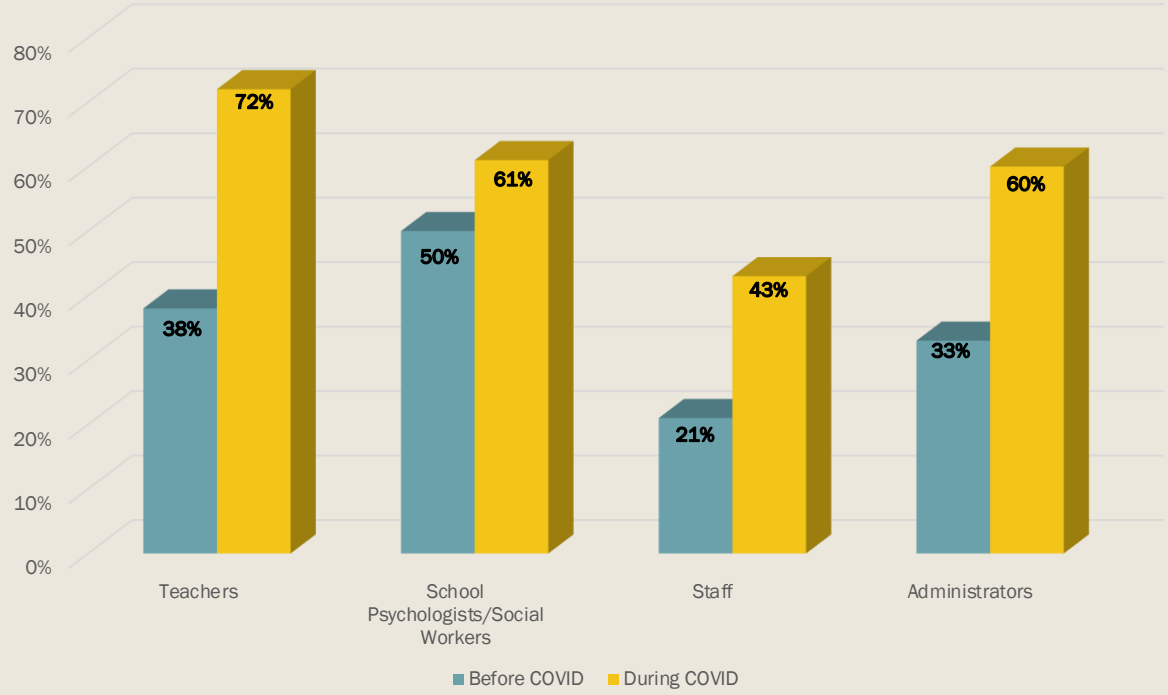
- 14,966 study participants
  - *9370 teachers*
  - *3237 staff*
  - *1499 psychologists & social workers*
  - *860 administrators*






Overall Victimization
54% of all participants reported experiencing violence
60%
50%
40%
30%
20%
10%
0%
59%
38%
48%
58%
Teachers
School Psychologists/ Social Workers
Staff
Administrators
Percentage of respondents who experienced violence by any aggressor

“I find my work stressful”



% Frequently or Almost Always

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- **Much of the support provided to youth by adults is not available.**

Current Responses

- Government is throwing a lot of money at mental health services in the community, including school districts.
  - No plans, no people, lots of money with no thought about how to spend it.
- The term, "anti-racism," has taken on enormous significance in almost every sphere: education, workplace, entertainment industry.
  - Attitudes take time to change; disappointment
  - Backlash in the political arena.

WHAT CAN WE DO?

Planning I

- Advocate and plan for a public health approach to societal problems with education as a key component.

- Recognize that there are social determinants of health and mental health, which require societal solutions.

Social Determinants of Health

- Education
- Income and Income Distribution
- Unemployment and Job Security
- Employment and Working Conditions
- Early Childhood Development
- Food Insecurity
- Housing
- Social Exclusion
- Social Safety Net
- Health Services
- Gender, Race, Ethnicity, and Ability Status

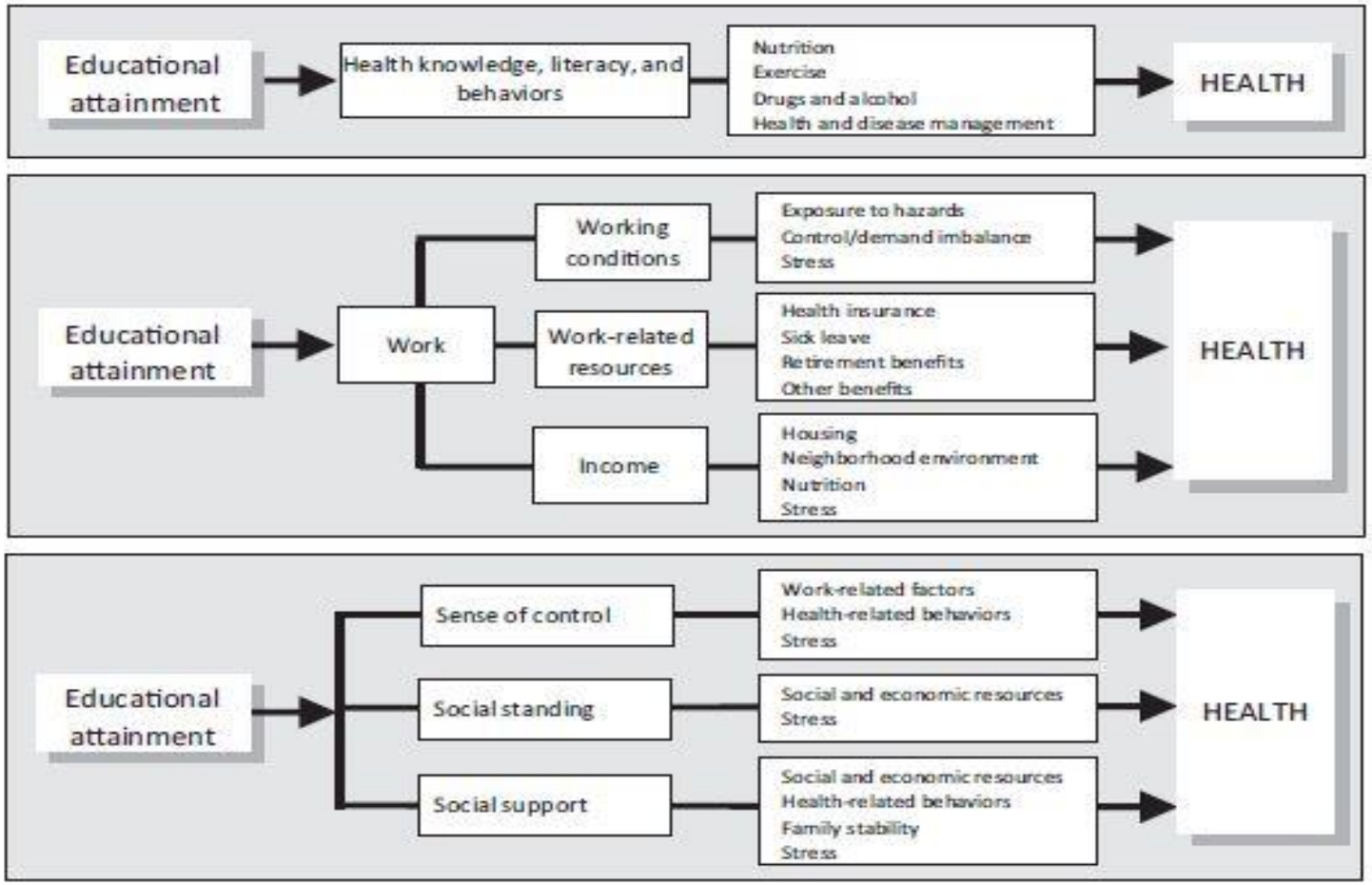
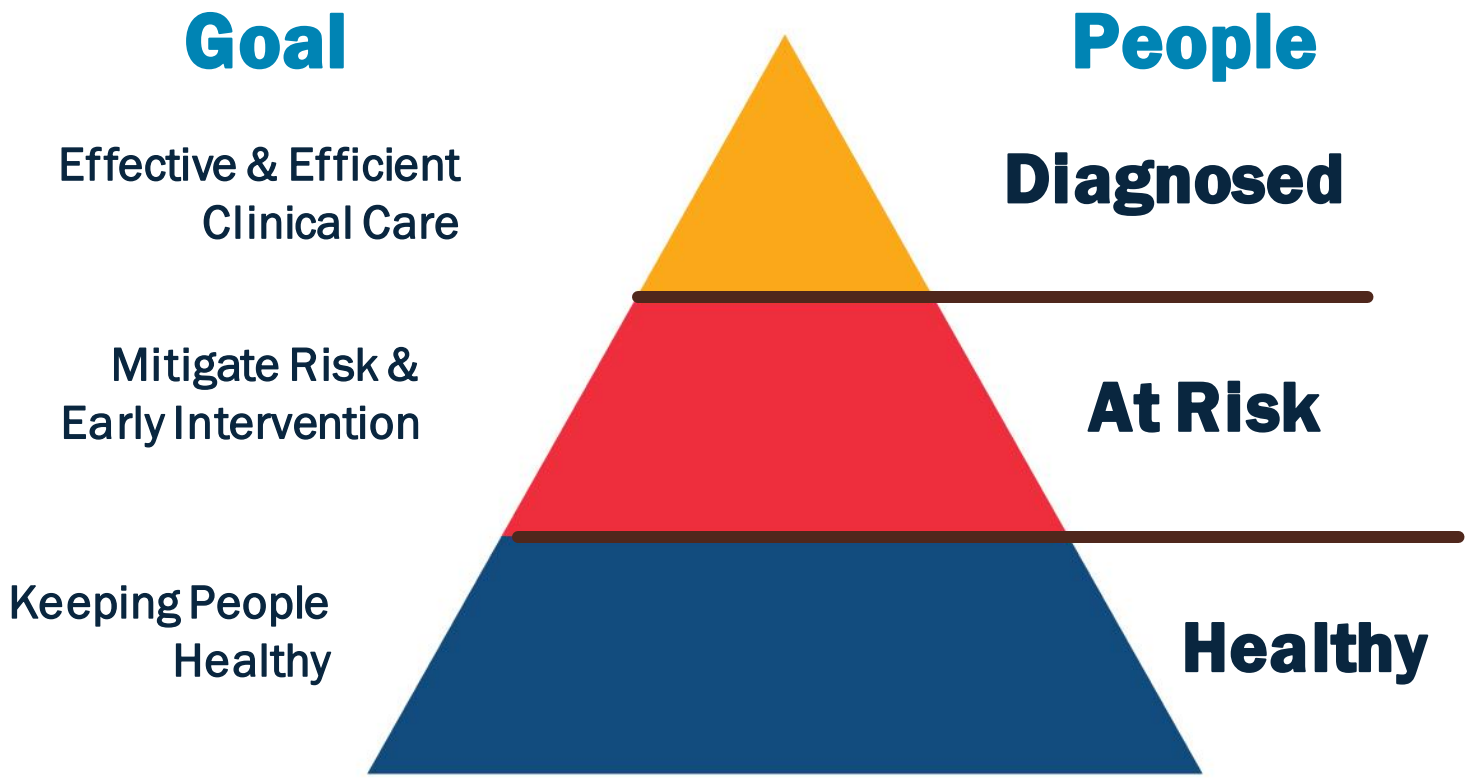


Figure 4

Multiple pathways linking education to health.

Population Health Approach



Planning 2

- Recognize that solutions that are easy are probably not going to work.
- Recognize that plans need to involve the short-, medium-, and longer-term.
- Prioritize interventions and constructs with a preponderance of evidence.
  - Fads are too easily embraced

Access to and Use of Research

- Research is now regularly summarized in the media.
- Researchers often write popular press books about their research.
- The general public and decision makers at many levels have access to research findings in a way that is unprecedented.
- Research findings written for the public (and not for other researchers) inform public policy.

PSYCHOSOCIAL CONSTRUCTS ARE NOW GENERALLY ACCEPTED IN EDUCATION CIRCLES

Psychosocial Constructs Defined

- Constructs that affect behavior and cognitions and that are in turn affected by the social context

- "Motivational constructs that are affected by both psychological and social contexts"
  - Dixson et al. (2016, p. 67)

Non-Cognitive or Psychosocial Skills

- Cognitive skills involve conscious intellectual effort, such as thinking, reasoning, or remembering.
- Noncognitive or "soft skills" are related to motivation, integrity, and interpersonal interaction. They **involve intellect**, but more indirectly and less consciously than cognitive skills.
  - ACT

A Few Psychosocial Constructs

Grit	Mindsets	Self-Concepts
Self-Efficacy	Cultural Identities	Metacognition
Time Perspective	Cultural Mistrust	Stereotype Threat

Cautionary Tales

GRIT
GROWTH MINDSET

Grit: Duckworth et al. (2007, *JPSP*)

- Grit: "perseverance and passion for accomplishing long-term goals"
  - Duckworth et al., 2007, p. 1087
- Grit Scale (GS) scores: 4% of the variance in success outcomes, on average.
- Individual differences in grit accounted for [statistically] significant incremental variance in success outcomes.
  - Practical significance not invoked
- Future research needed to see how grit relates to self-efficacy and other variables.

Grit: American Radio Works (Media Presentation)

- Duckworth has developed **a test** called the "Grit Scale."
- A person's grit score is **highly predictive** of achievement under challenging circumstances.
- A West Point cadet's grit score was **the best predictor of success** in the rigorous summer training program. **Grit mattered more than intelligence, leadership ability or physical fitness.**
- Scripps National Spelling Bee: the grittiest contestants were the most likely to advance to the finals.

Grit: The Power of Passion and Perseverance
(Duckworth, 2016; Written for public)

- How to succeed in West Point's summer training:
  - "What matters is grit" (p. 10).
- Critical factor (a) in Chicago Public Schools, (b) for adults earning MBAs, PhDs, MDs, and JDs, and (c) in the Green Berets:
  - "Regardless of specific attributes and advantages that help someone succeed in each of these diverse domains of challenge, grit matters in all of them" (p. 12).

Dixson et al. (2016, ANYAS)

Table 3. Hierarchical regressions predicting perceived ability

Variable	*B*	*β*	Adjusted R^2	ΔR^2
Block 1				
Sex	−0.090	−0.052		
Socioeconomic status	0.073	0.092		
Age	0.028	0.047	0.009	0.009
Block 2				
Grit-S effort	−0.017	−0.013		
Grit-S interest	0.089	0.076		
Hope	0.151*	0.148		
Academic self-efficacy	0.221*	0.172	0.087	0.078

*$P < 0.01$.

Grit-S effort, Short Grit Scale Perseverance of Effort; Grit-S interest, Short Grit Scale Consistency of Interests.

Dixson et al. (2016, ANYAS)

Table 4. Hierarchical regression predicting self-reported GPA

Variable	*B*	*β*	Adjusted R^2	ΔR^2
Block 1				
Sex	0.055	0.088		
Socioeconomic status	0.039*	0.139		
Age	0.006	0.027	0.022	0.022
Block 2				
Perceived ability	0.030	0.085	0.027	0.005
Block 3				
Grit-S effort	0.020	0.042		
Grit-S interest	−0.017	−0.041		
Hope	0.037	0.104		
Academic self-efficacy	0.128*	0.282	0.137	0.11

*$P < 0.01$.

Grit-S effort, Short Grit Scale Perseverance of Effort; Grit-S interest, Short Grit Scale Consistency of Interests.

Credé et al. (2017, *JPSP*)
Much Ado About Grit

Table 2

Separate Meta-Analytic Estimates of Grit-Criteria Relations for Peer-Reviewed and Not-Peer-Reviewed Publications

	Peer-Reviewed Publications							Not-Peer-Reviewed Publications						
Criterion	k	N	r_{obs}	ρ	SD_ρ	10% CV	90% CV	k	N	r_{obs}	ρ	SD_ρ	10% CV	90% CV
Academic Performance	14	6,440	.15	.18	0.12	.03	.34	25	6,701	.15	.17	0.09	.07	.28
GPA (All Levels)	14	6,440	.15	.18	0.12	.03	.34	23	6,159	.13	.16	0.07	.07	.25
Undergraduate GPA	11	5,657	.15	.17	0.12	.02	.33	19	4,869	.13	.16	0.07	.07	.25
High School GPA	8	4,381	.14	.17	0.15	-.02	.36	9	1,983	.11	.14	0.10	.01	.27

Note. k = number of studies, N =number of subjects, r_{obs} = sample size weighted mean observed correlation, ρ =true score correlation, SD_ρ = standard deviation of true score correlation, 10%CV and 90%CV = lower and upper bound of 80% credibility intervals. Confidence intervals are not shown here due to space limitations but can be obtained from first author by request.

Credé et al. (2017, p. 492)

- In aggregate our results suggest that interventions designed to enhance grit may only have weak effects on performance and success, that the construct validity of grit is in question, and that the primary utility of the grit construct may lie in the perseverance facet.

Funds Expended on Grit Programs

- 10 million in research funds since 2013 to study and develop programs that foster grit
  - National Science Foundation. (2016).
- Millions of dollars from universities to fund grit-focused programs (University of Chicago, 2016; University of California, Los Angeles, 2015).
  - UCLA. (2015). Welcome to UCLA's GRIT Program!
  - University of Chicago. (2016, February 16). $100 million initiative enhances commitment to lower-income students.
- Money and time used to make low-income schools *grit focused*
  - Education Trends. (2014, January). The best measure of success and how to teach it.

Sisk et al. (2018; Psych Science)

GROWTH MINDSET

Sisk et al. (2018): Study 1

- 129 studies, 162 independent samples, 273 effect sizes, 365,915 students.

- The meta-analytic correlation between growth mind-set and academic achievement was very weak (i.e., –.10).

Sisk et al.: Study 2 (Interventions)

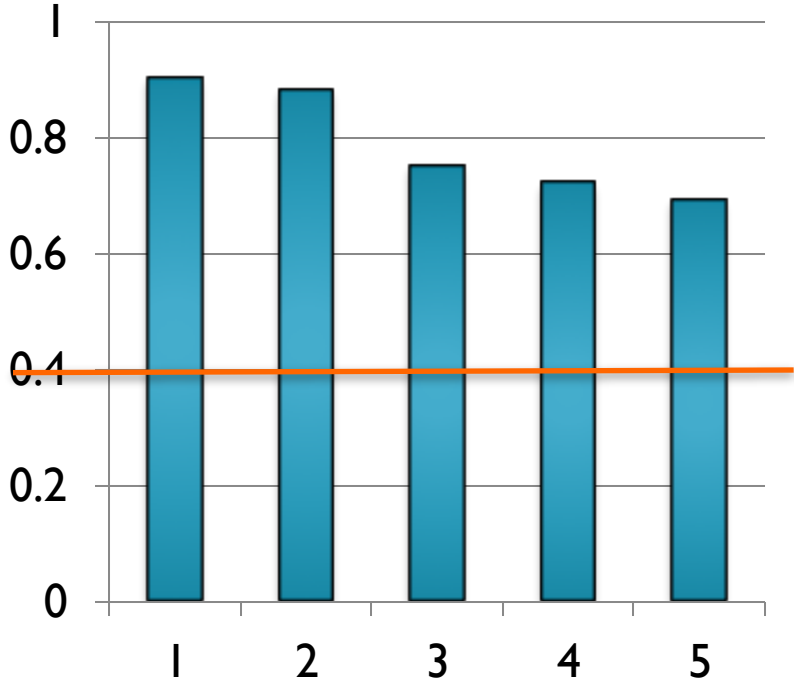
- 29 studies, 38 independent samples, 43 effect sizes, 57,155 students.
- 37 of the 43 effect sizes are not significantly different from zero (i.e., 86%).
- One effect size is significantly different from zero, but negative.
- The meta-analytic average standardized mean difference between treatment and control groups is .08.

Hattie (2006): *Visible Learning*

INTERVENTIONS WITH DEMONSTRATED AND MEANINGFUL POSITIVE EFFECTS ON ACHIEVEMENT

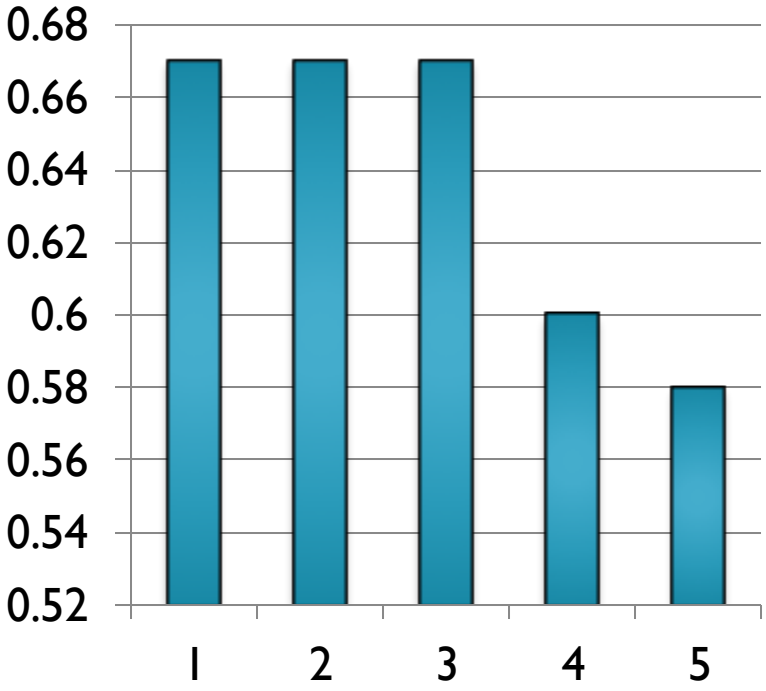
Teaching

1. Formative Evaluation
2. Microteaching
3. Teacher Clarity
4. Teacher-student relationships
5. Teaching meta-cognition



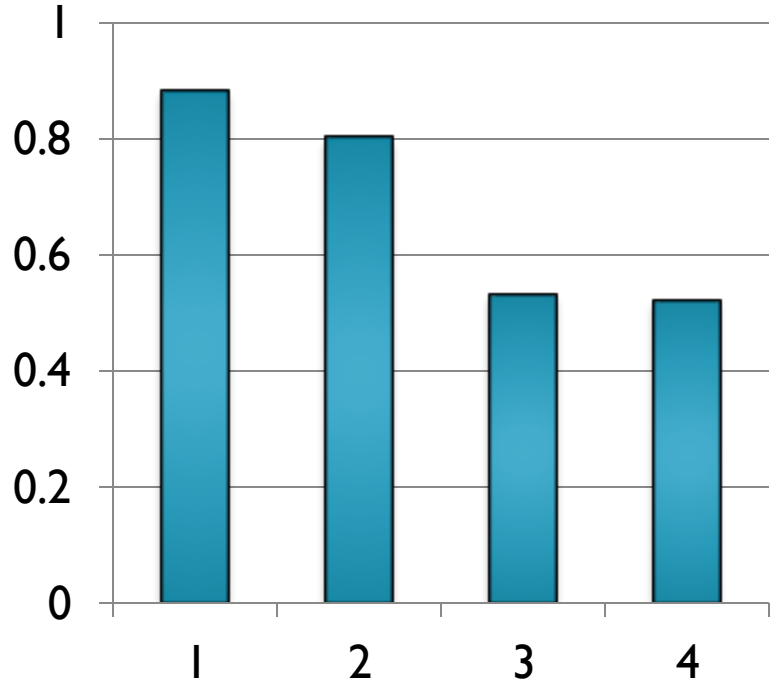
Curricula

1. Vocabulary programs
2. Repeated reading
3. Creativity
4. Phonics
5. Comprehension



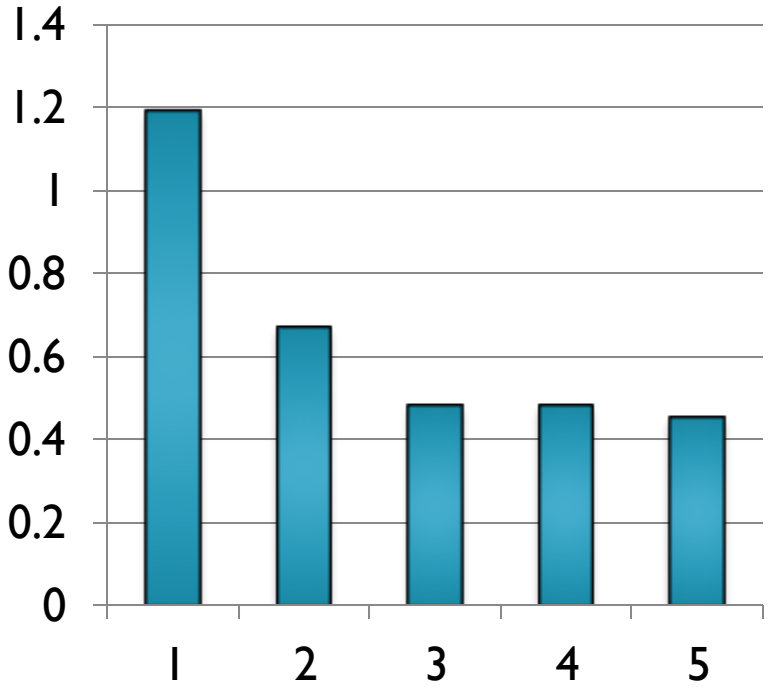
School Level

1. Acceleration
2. Controlling classroom behavior
3. Classroom climate
4. Small group learning



Individual Student

1. Intelligence
2. Prior achievement
3. Persistence/engage ment
4. Motivation
5. Preschool



What School Personnel Want

Another Cautionary Tale:

Drawing premature conclusions

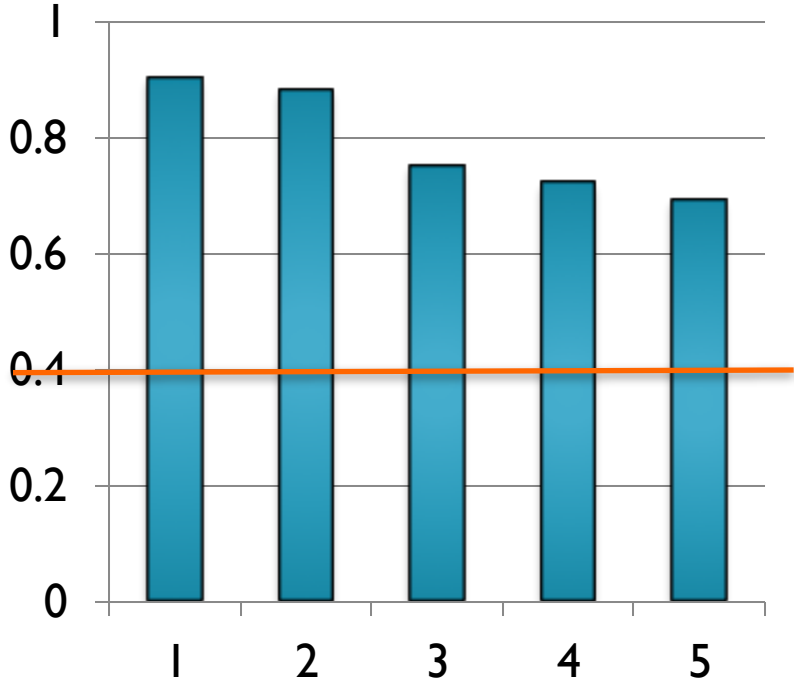
METACOGNITION

Is metacognition related to achievement?
Is metacognition something we should be teaching?

METACOGNITION

Teaching

1. Formative Evaluation
2. Microteaching
3. Teacher Clarity
4. Teacher-student relationships
5. Teaching meta-cognition



Metacognition 1

- Metacognition refers to people's knowledge and regulation of their thinking, learning, and problem-solving processes (Brown, 1987; Flavell, 1979).
- There are 35 years of research demonstrating the importance of metacognition on academic achievement (e.g., De Corte, Greer, & Verschaffel, 1996; Jacobse & Harskamp, 2012).

Metacognition II

- The Junior Metacognition Awareness Inventory (JMAI; Sperling et al. 2002) is a self-report questionnaire that measures both knowledge of cognition and regulation of cognition.
- Sperling et al. (2002) concluded that total JMAI scores (α = .82) are not significantly correlated with mathematics problem solving (r = -.08) or reading comprehension (r = .00).
  - Correlations of .32 and .25 with science GPA and overall GPA in replication (Sperling et al., 2012)

Young and Worrell (2018): Table 1

Table 1. Descriptive Statistics of JMAI Scores and Academic Achievement Variables.

Subscale	*n*	*M*	*SD*	α [95% CI]	Range
JMAI score					
Knowledge[a]	183	4.21	.66	.72 [.68, .78]	1.67-5.00
Regulation[a]	183	3.54	.71	.81 [.76, .85]	1.89-4.78
Total	183	3.91	.46	.85 [.81, .88]	1.83-4.89
Academic achievement					
Mathematics grade	179	3.95	.20		3.30-4.30
GPA	179	3.89	.19		2.57-4.00
MDT	183	87.42	10.94		44-100
Summer course grade	183	3.57	.61		1.00-4.30

Young and Worrell (2018): Table 3

Table 3. Correlations of Junior Metacognition Awareness Inventory (JMAI) Scores With Achievement Variables (N = 183).

	Achievement			
	MG[a]	GPA[a]	MDT	SCG
JMAI total score	.05	.00	−.12	.01
Sperling, Howard, Miller, and Murphy (2002) factors				
Knowledge	.04	−.01	−.10	.07
Regulation	.04	.00	−.12	−.04
Current study factors				
Knowledge	.03	.00	−.07	.08
Regulation	.04	.01	−.13	−.04
Achievement				
Mathematics grade in school (MG)[a]	—	.40*	.20*	.17
Grade point average (GPA)[a]		—	.29*	.24*
Mathematics diagnostic Test (MDT)			—	.45*
Summer course grade (SCG)				—

Young and Worrell (2018): Table 6

Table 6. Mean Academic Achievement Scores by Use of Problem-Solving Metacognition.

	Use of problem-solving metacognition						
	Low			High			
	n	*M*	*SD*	*n*	*M*	*SD*	$d_{corrected}$
JMAI score							
Knowledge	17	4.13	.38	13	4.30	.66	.32
Regulation	17	3.72	.69	13	3.55	.72	−.24
Total	17	3.93	.46	13	3.92	.52	−.02
Academic achievement							
Mathematics grade	14	3.98	.08	13	3.97	.25	−.05
GPA	14	3.88	.22	13	3.93	.15	.26
MDT score	17	83.40	9.30	13	88.18	8.20	.53[a]
Summer course grade	17	3.30	.68	13	3.64	.53	.53[a]
Problem-solving accuracy*	17	0.94	.66	13	2.54	.66	2.11[b]

PSYCHOSOCIAL CONSTRUCTS I STUDY

Cultural Measures

Ethnic Identity

- Multigroup Ethnic Identity Measure (MEIM)
- Multigroup Ethnic Identity Measure- Revised (MEIM-R)
- Ethnic Identity Scale (EIS)

Racial Identity

- Cross Racial Identity Scale (CRIS)

Ethnic-Racial Identity

- Cross Ethnic-Racial Identity Scale–Youth (CERIS-Y)

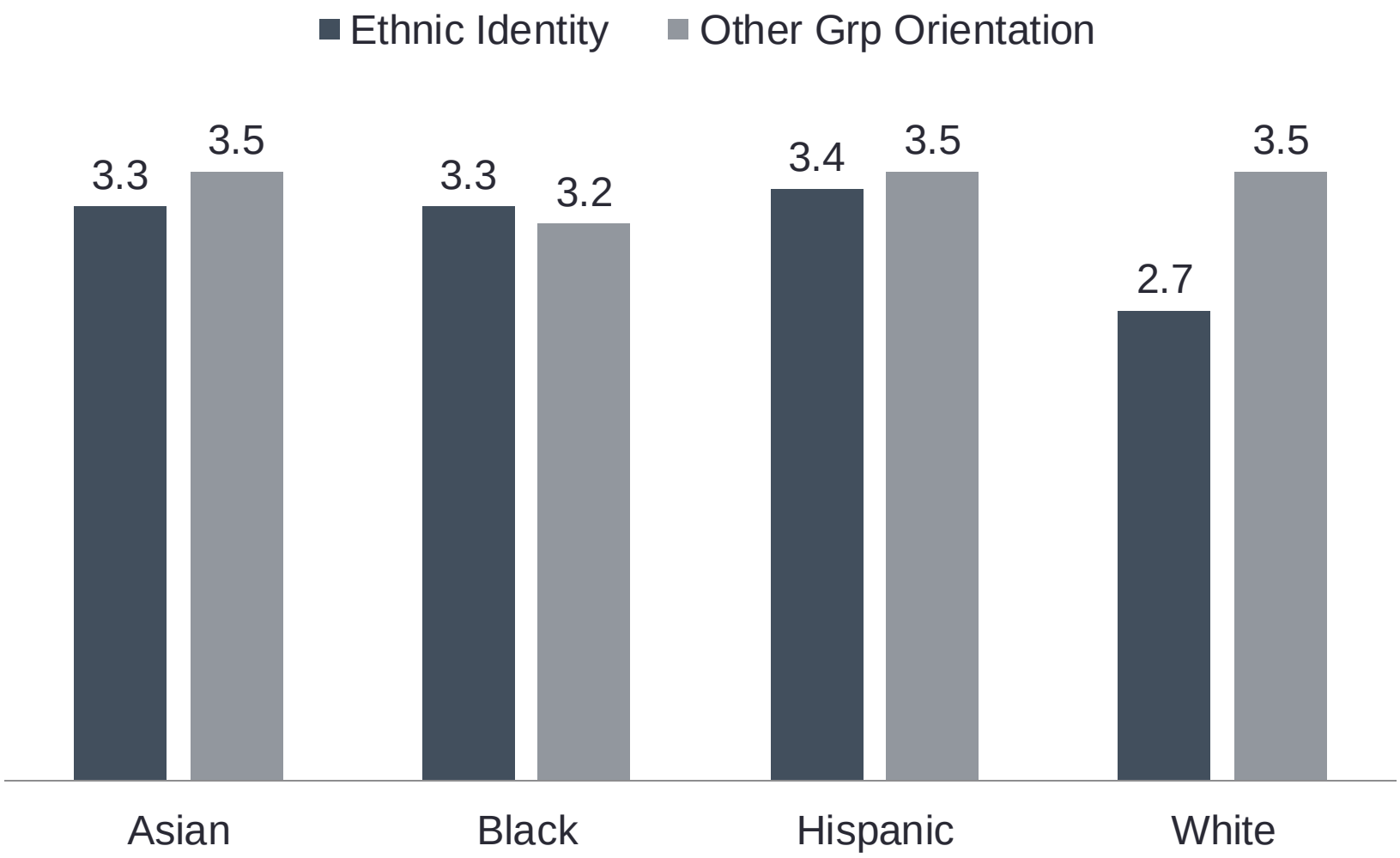
MEIM

- Ethnic identity
- Other Group Orientation

WORRELL (2007)

WORRELL AND WHITE (2009)

Ethnic Identity Means (Worrell, 2007)



Betas Predicting School GPA: 2007

Predictors	African American	Latine	Asian American	European American
School rank	–.13	.33	.46	.41
Program rank	.19	.11	–.01	.18
Ethnic Identity	–.42	.00	.04	.00
Other Group Orientation	.41	.20	–.04	.08

Betas Predicting Program GPA: 2007

Predictors	African American	Latine	Asian American	European American
School rank	–.01	.07	.08	.00
Program rank	**.50**	**.72**	**.59**	**.60**
Ethnic Identity	.19	***–.28***	.07	–.13
Other Group Orientation	.12	.06	.02	.16

Betas Predicting School GPA: 2009

Predictors	African American	Latine/x	Asian American	European American
Ethnic Identity	**–.42**	–.03	**.53**	.24
Other Group Orientation	**.43**	**.39**	**–.33**	.03

Black Racial Identity

- Black racial identity refers to a set of attitudes held by individuals of African descent and includes how individuals view (a) themselves as Blacks [**inward**], (b) other individuals of African descent [**outward, same group**], and (c) individuals from other ethnic and racial [cultural] groups [**outward, other groups**].
  - Worrell et al. (2011)

Cross Racial Identity Scale (CRIS)

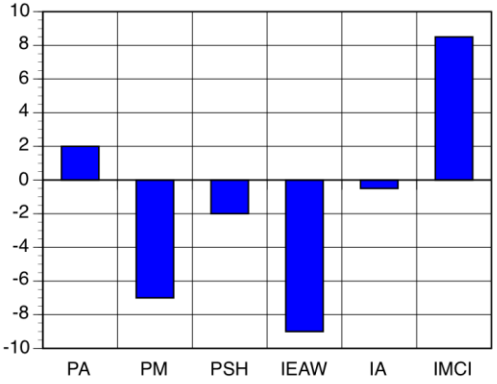
Assimilation	Miseducation
Self-Hatred	Anti-White
Afrocentric	Multiculturalist Inclusive

Worrell et al. (2006)
Miller (2008)
Whittaker & Neville (2010)
Worrell et al. (2011)
Chavez-Korell & Vandiver (2012)
Telesford et al. (2013)
Worrell et al. (2014)
Andretta et al. (2015)

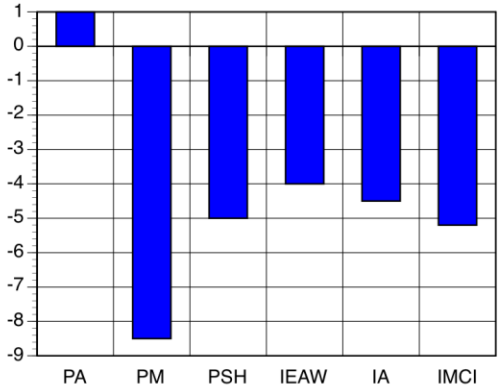
THERE ARE GENERALIZABLE RACIAL IDENTITY PROFILES.

Worrell et al. (2006)

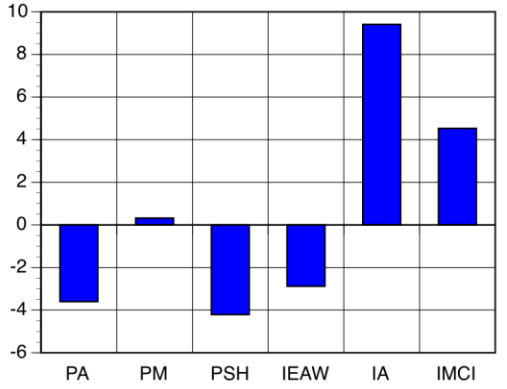
Sample 1	Sample 2	Sample 3
Afrocentrics	NOT REPLICATED	NOT REPLICATED
Assimilated	Assimilated	Assimilated
Low Race Salience	Low Race Salience	Low Race Salience
Multiculturalists	Multiculturalists	NOT REPLICATED
Immersion	Immersion	Immersion
Miseducated	Miseducated	Miseducated
		Identity in Transition



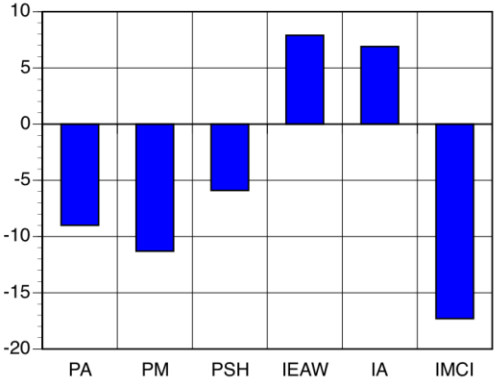
A. Multiculturalist



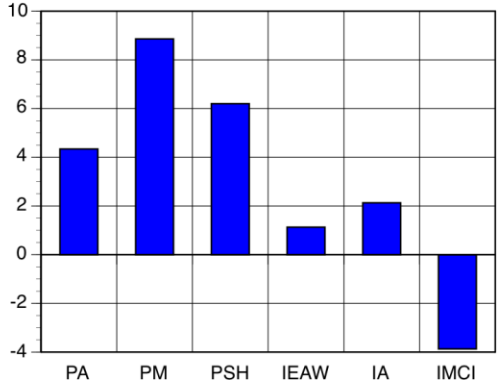
B. Low Race Salience



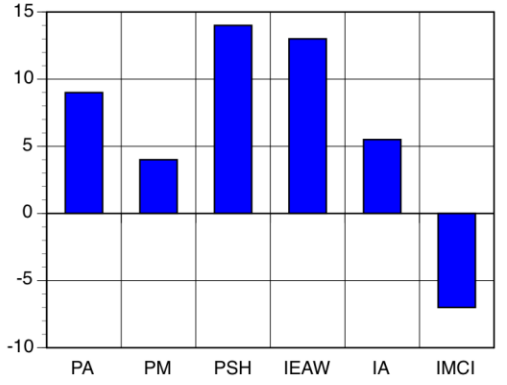
C. Afrocentric Profile



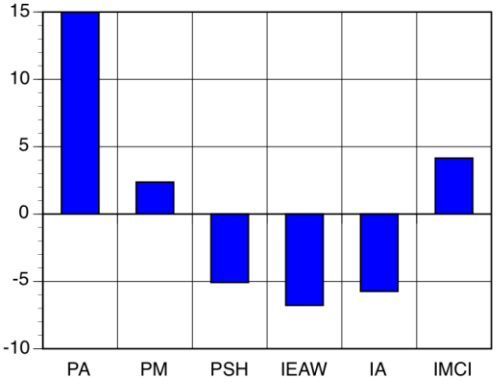
D. Immersion/Anti-White



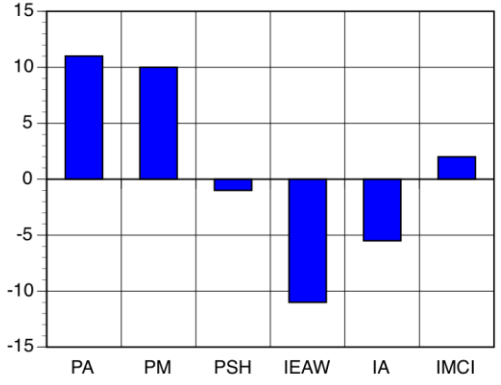
E. Miseducated



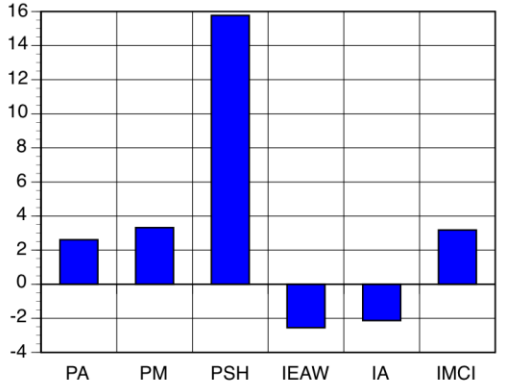
F. Conflicted



G. Assimilated



G. Assimilated/Miseducated

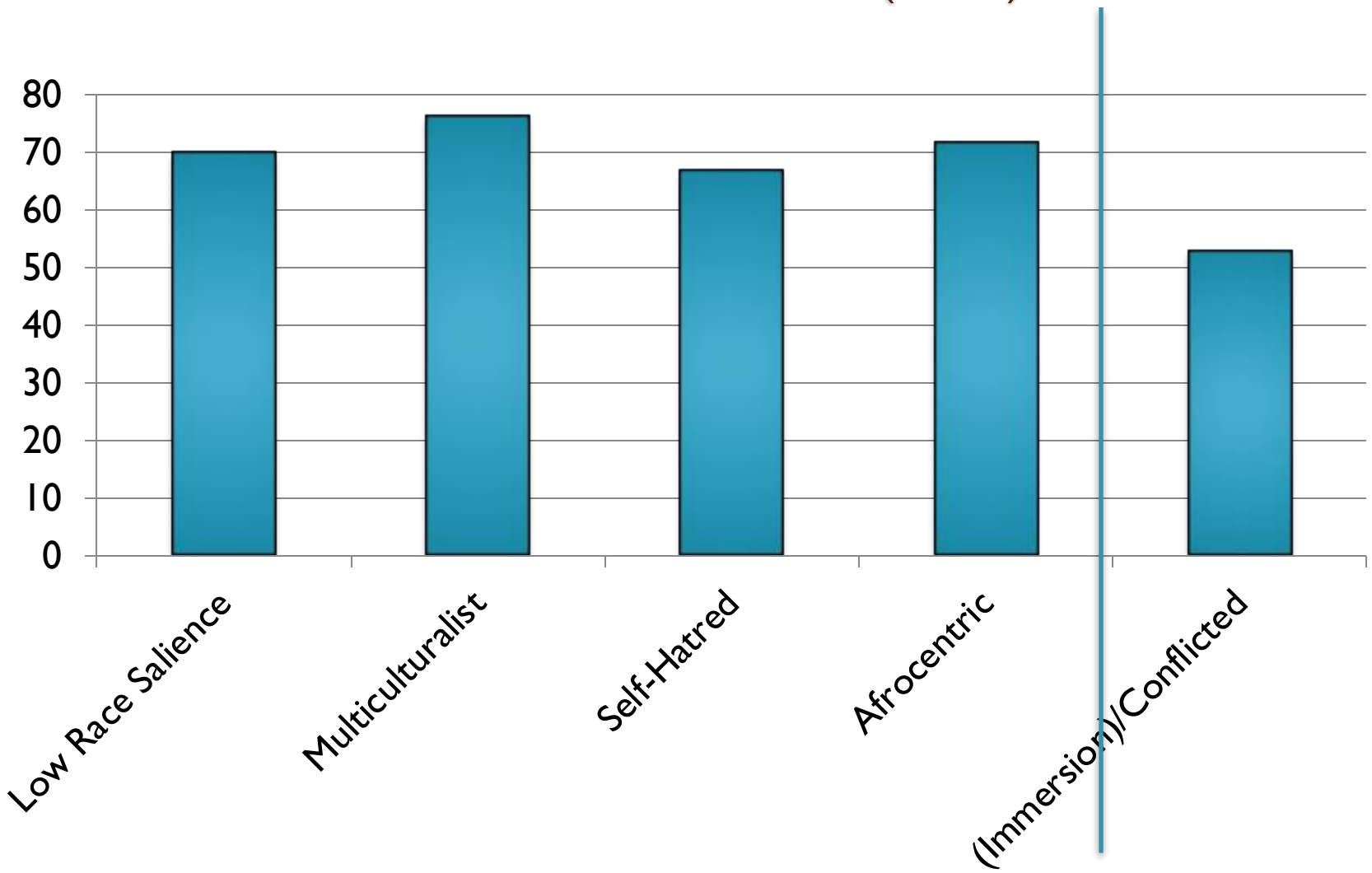


I. Self-Hating

ARE RACIAL IDENTITY *PROFILES* MEANINGFULLY RELATED TO OTHER CONSTRUCTS?

Lack of Psychological Distress

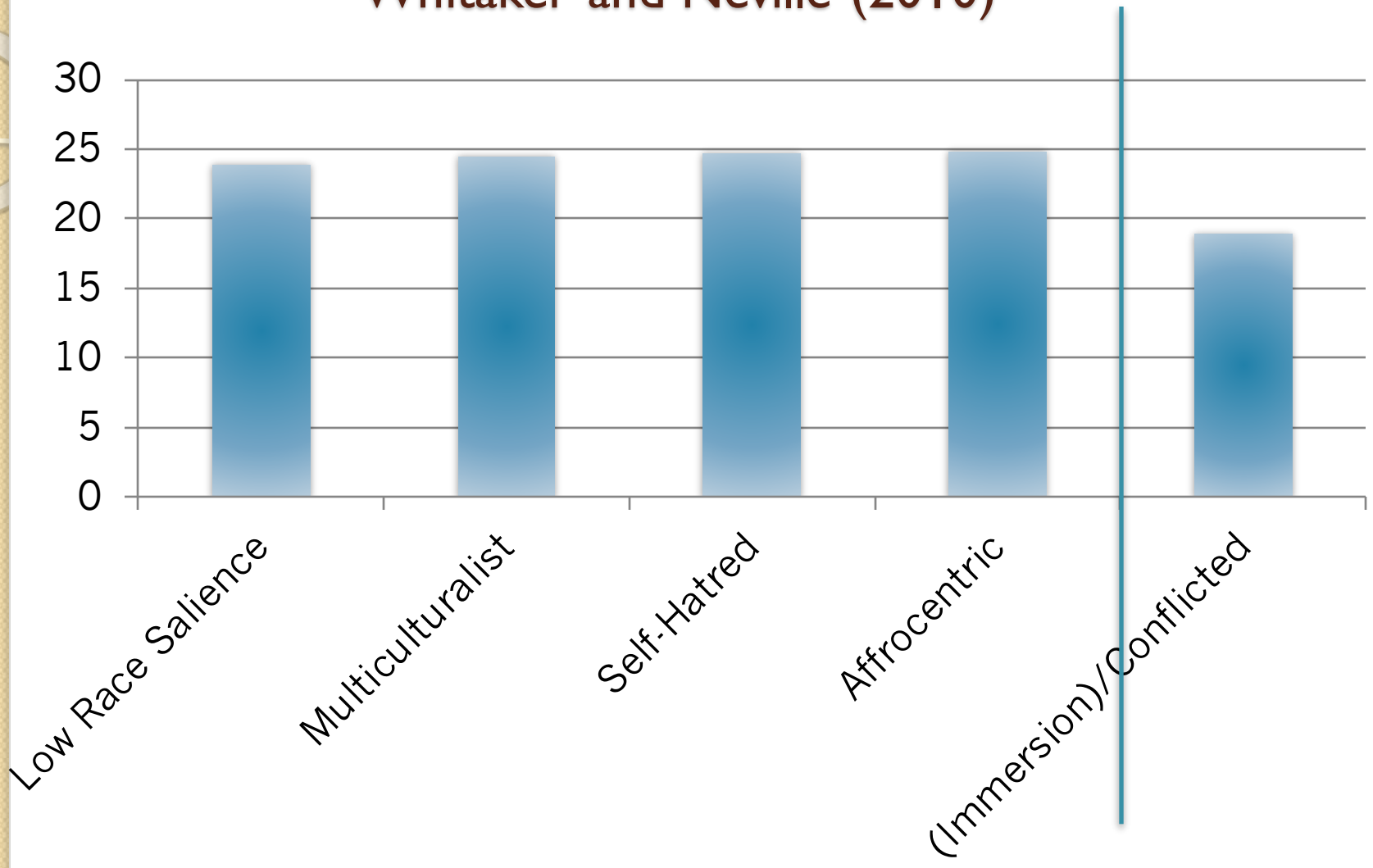
Whittaker and Neville (2010)



$$.94 \leq d \leq 1.73$$

Psychological Well-Being

Whitaker and Neville (2010)



$$.77 \leq d \leq .95$$

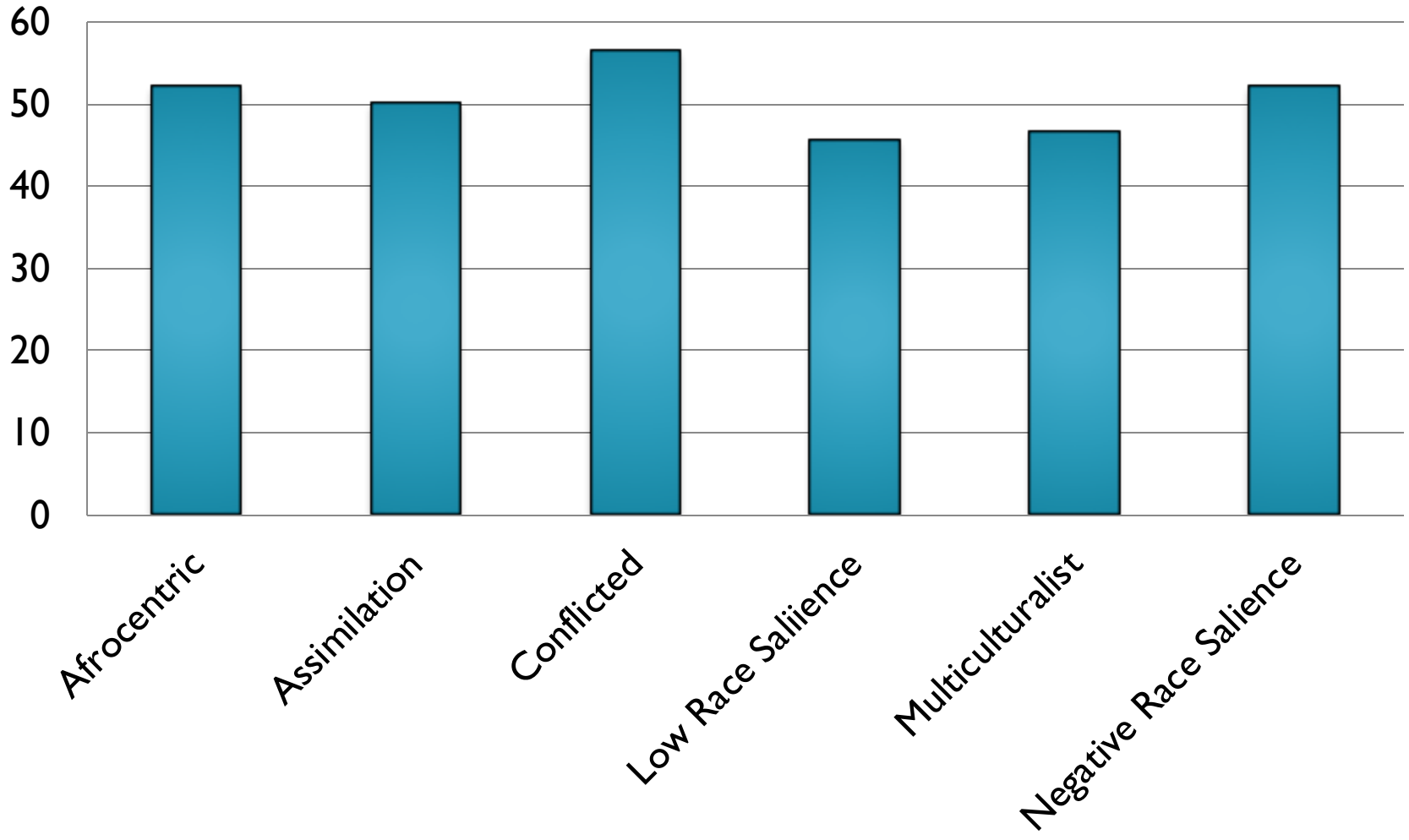
Bivariate Correlations

(Worrell et al., 2011)

BSI Subscales	PA	PM	PSH	IEAW	IA	IMCI
Somatization	.03	.04	.21*	.15	.07	.09
Obsessive–Compulsive	.06	.01	.31*	.17	.09	.09
Interpersonal Sensitivity	.12	.06	.38*	.27*	.10	.05
Depression	.14	.06	.37*	.25*	.10	.07
Anxiety	.06	.02	.30*	.16	.10	.12
Hostility	.09	.04	.21*	.32*	.06	.05
Phobic Anxiety	.13	.11	.30*	.25*	.18	.02
Paranoid Ideation	.03	.11	.26*	.33*	.16	−.01
Psychoticism	.18	.17	.35*	.26*	.15	.02
Global Severity Index	.14	.11	.39*	.27*	.12	.10

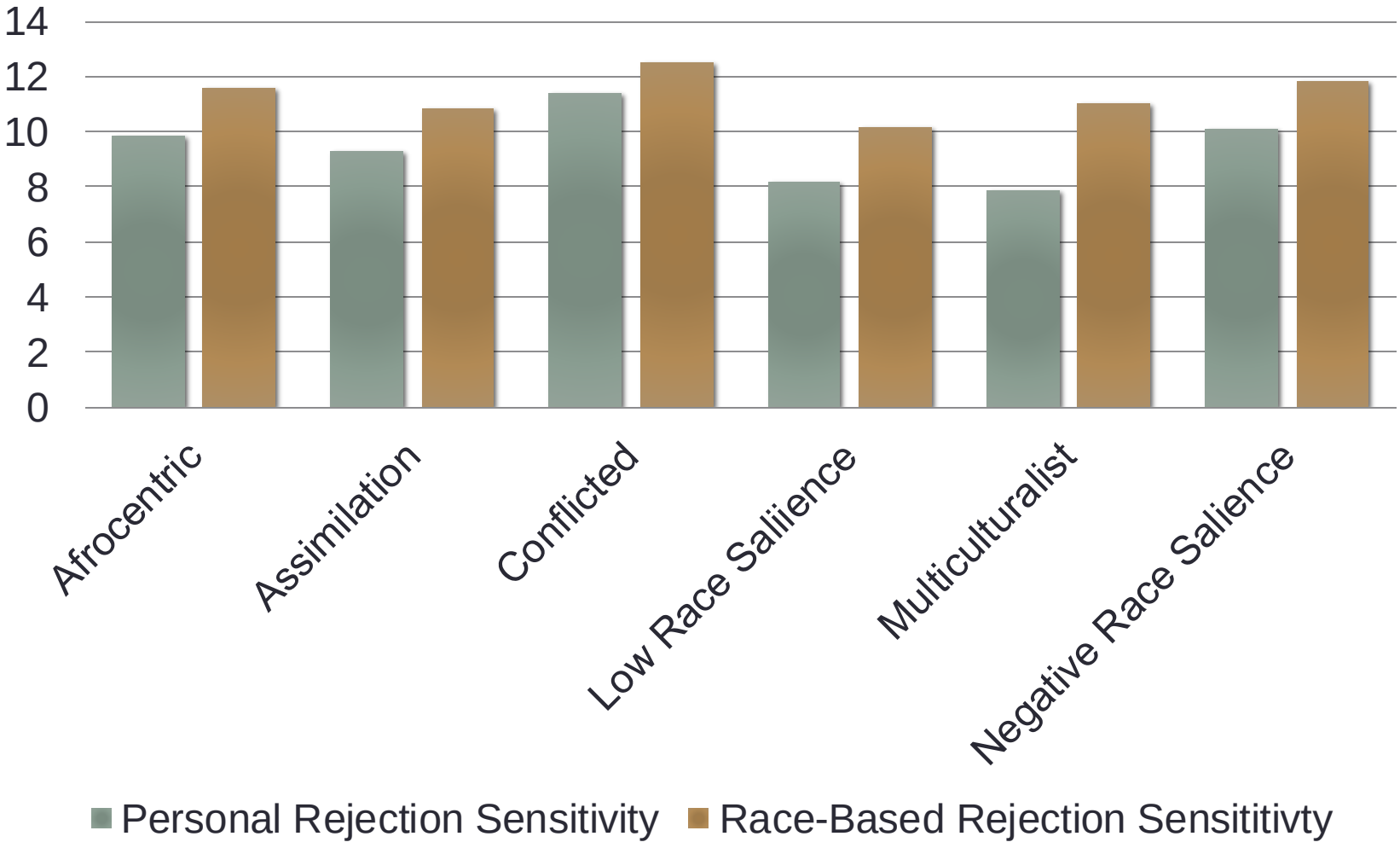
Clusters and BSI Total Score

Telesford et al. (2013)



Clusters and Rejection Sensitivity

Telesford et al. (2013)



Clinical Syndromes on CBSR

(% with scores suggesting intervention needed)

Andretta et al. (2015): Adolescents

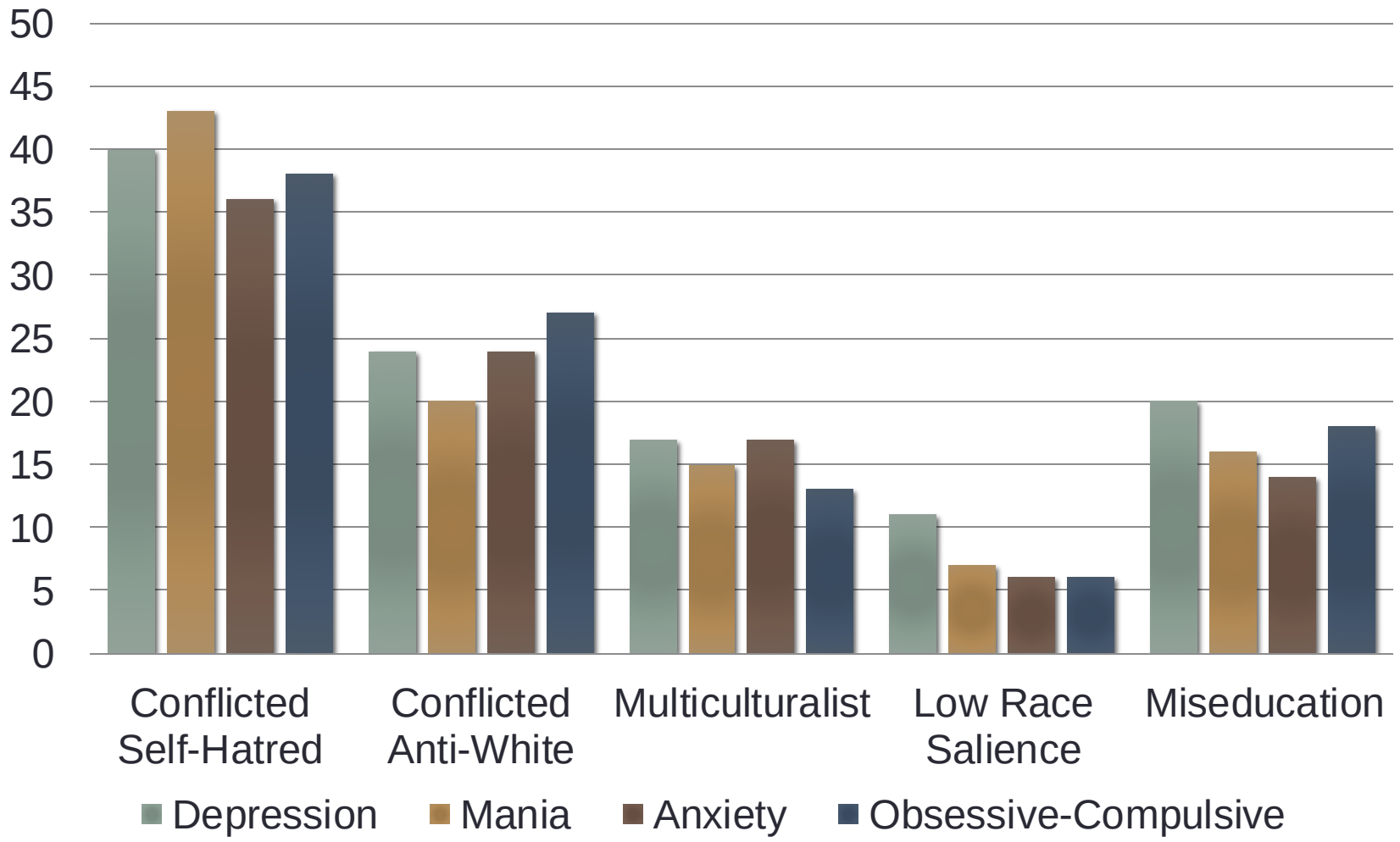


Table 5. CBRS-SR Scores by Priming Level and Racial Identity Profile.

	Control		Priming					
	n	*M* (*SD*)	*n*	*M* (*SD*)	*t*	*df*	*p*	$d_{corrected}$
Conduct Disorder								
Miseducated	30	4.57 (4.15)	38	5.53 (5.16)	−0.83	66	.41	0.20
Multiculturalist	22	3.27 (3.19)	34	3.32 (4.53)	−0.05	54	.96	0.01
Low Race Salience	37	2.24 (2.42)	20	3.70 (4.52)	−1.59	55	.12	0.44
Oppositional Defiant								
Miseducated	30	8.07 (4.31)	39	8.56 (4.28)	−0.47	67	.64	0.11
Multiculturalist	22	7.86 (4.97)	34	7.41 (4.94)	0.33	54	.74	−0.09
Low Race Salience	37	4.89 (3.10)	20	7.20 (4.55)	−2.27	55	.03	0.62
Major Depressive Episode								
Miseducated	30	9.57 (8.37)	39	8.10 (5.74)	0.86	67	.39	−0.21
Multiculturalist	22	6.95 (6.50)	34	8.41 (8.64)	−0.67	54	.50	0.19
Low Race Salience	37	4.45 (6.71)	20	7.40 (8.26)	−1.36	55	.18	0.41
General Anxiety Disorder								
Miseducated	30	9.37 (7.46)	39	8.38 (6.13)	0.60	67	.55	−0.15
Multiculturalist	22	8.04 (7.33)	34	9.26 (10.25)	−0.48	54	.63	0.13
Low Race Salience	37	4.67 (6.38)	20	7.30 (7.76)	−1.37	55	.18	0.38

Cross Ethnic-Racial Identity Scale (CERIS) Worrell et al. (2020, 2021)

CRIS (Blacks)	CERIS (Adult and Youth Versions)
Assimilation	Assimilation
Miseducation	Miseducation
Self-Hatred	Self-Hatred
Anti-White	**Anti-Dominant Group**
Afrocentricity	**Ethnocentricity**
Multiculturalist	Multiculturalist

Data from New Zealand (CERIS-Y)

WATSON ET AL. (2020)

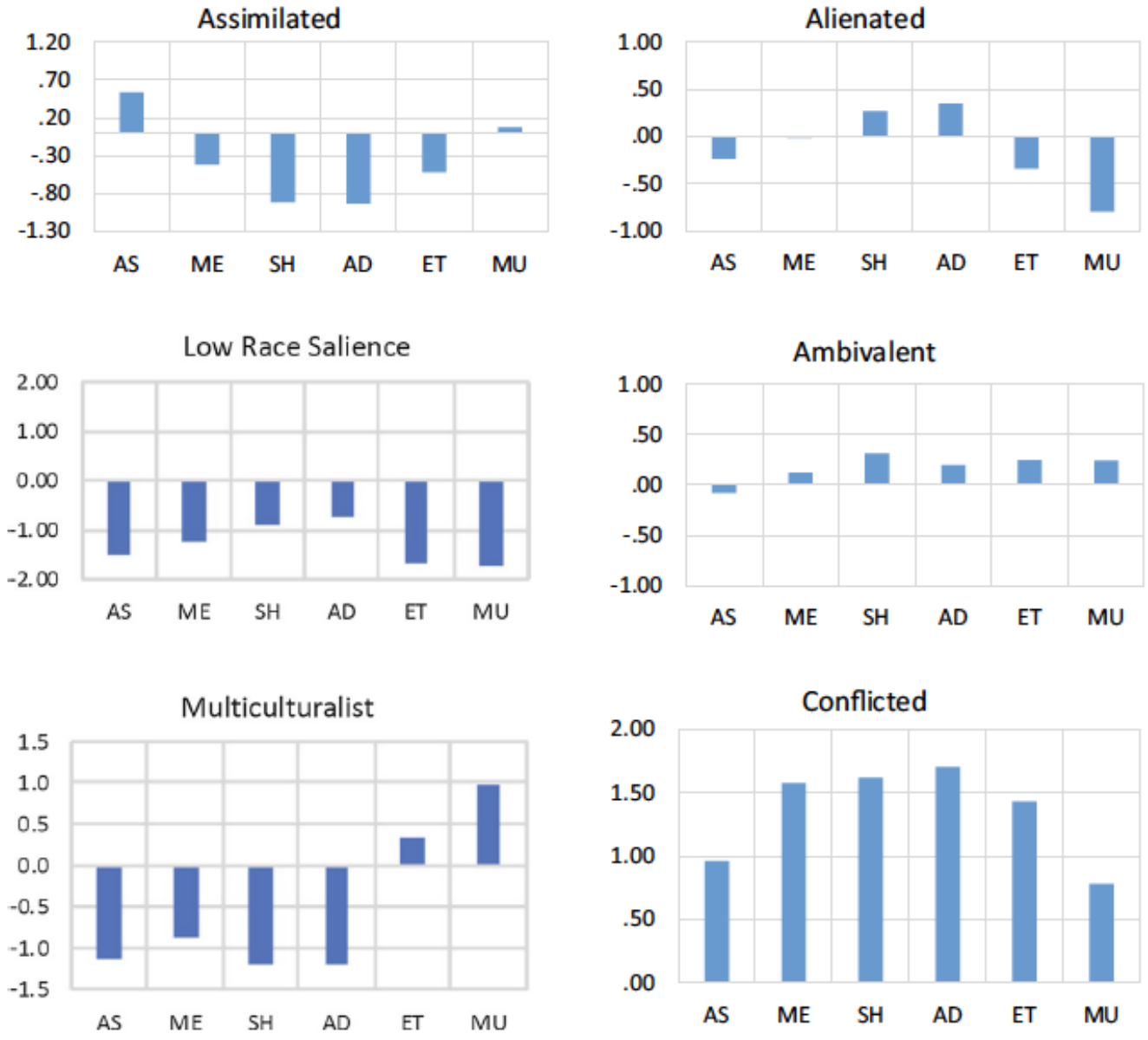
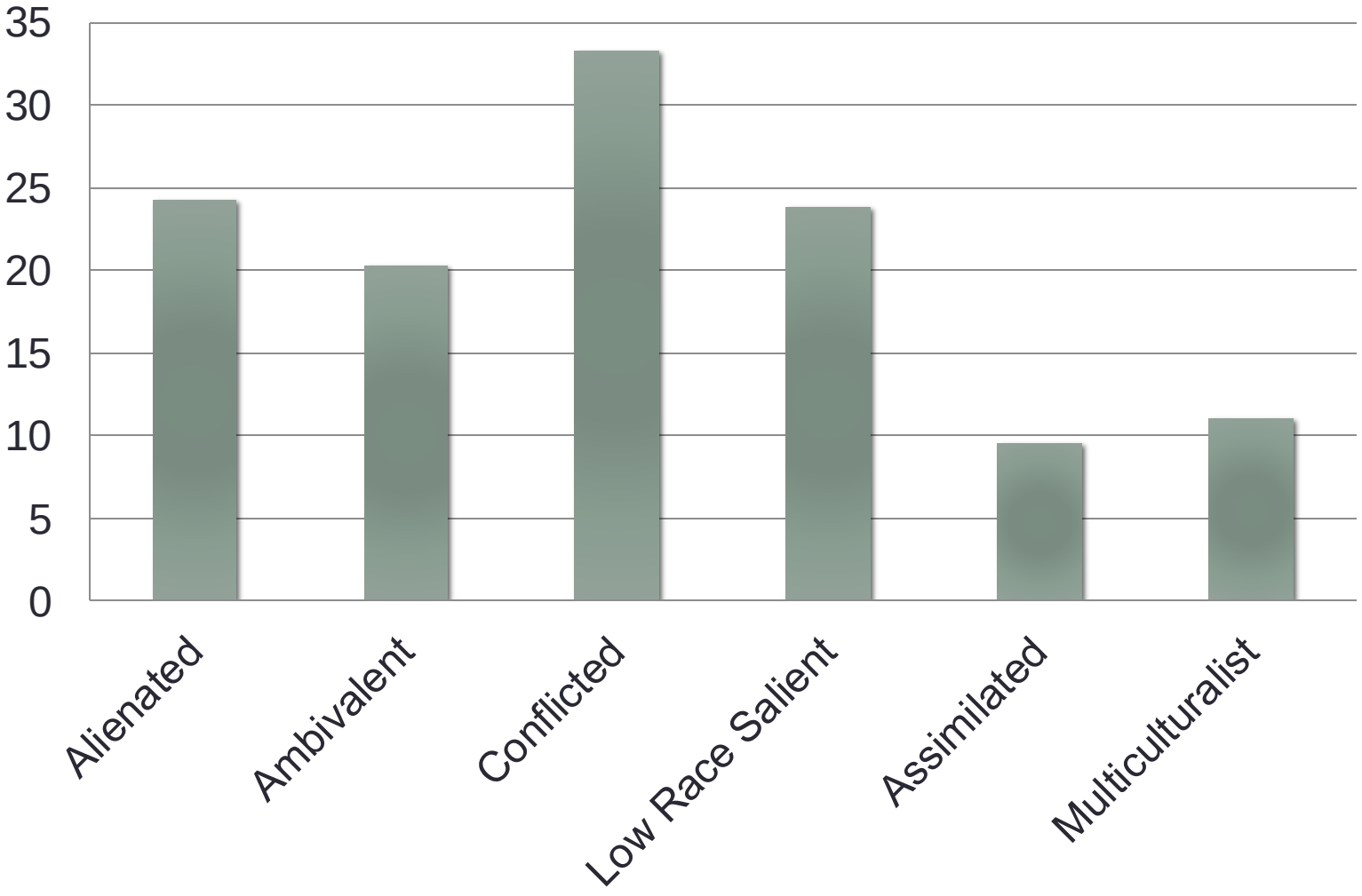


Fig. 1 Ethnic-racial identity profiles in sample. AS = Assimilation; ME = Miseducation; SH = Self-Hatred; AD = Anti-Dominant; ET = Ethnocentricity; MU = Multiculturalist. The profiles are based on z-scores (i.e., mean of zero and standard deviation of 1). Thus, zero represents the mean of the distribution and the profiles are named based on the pattern of scores relative to the mean and other subscales

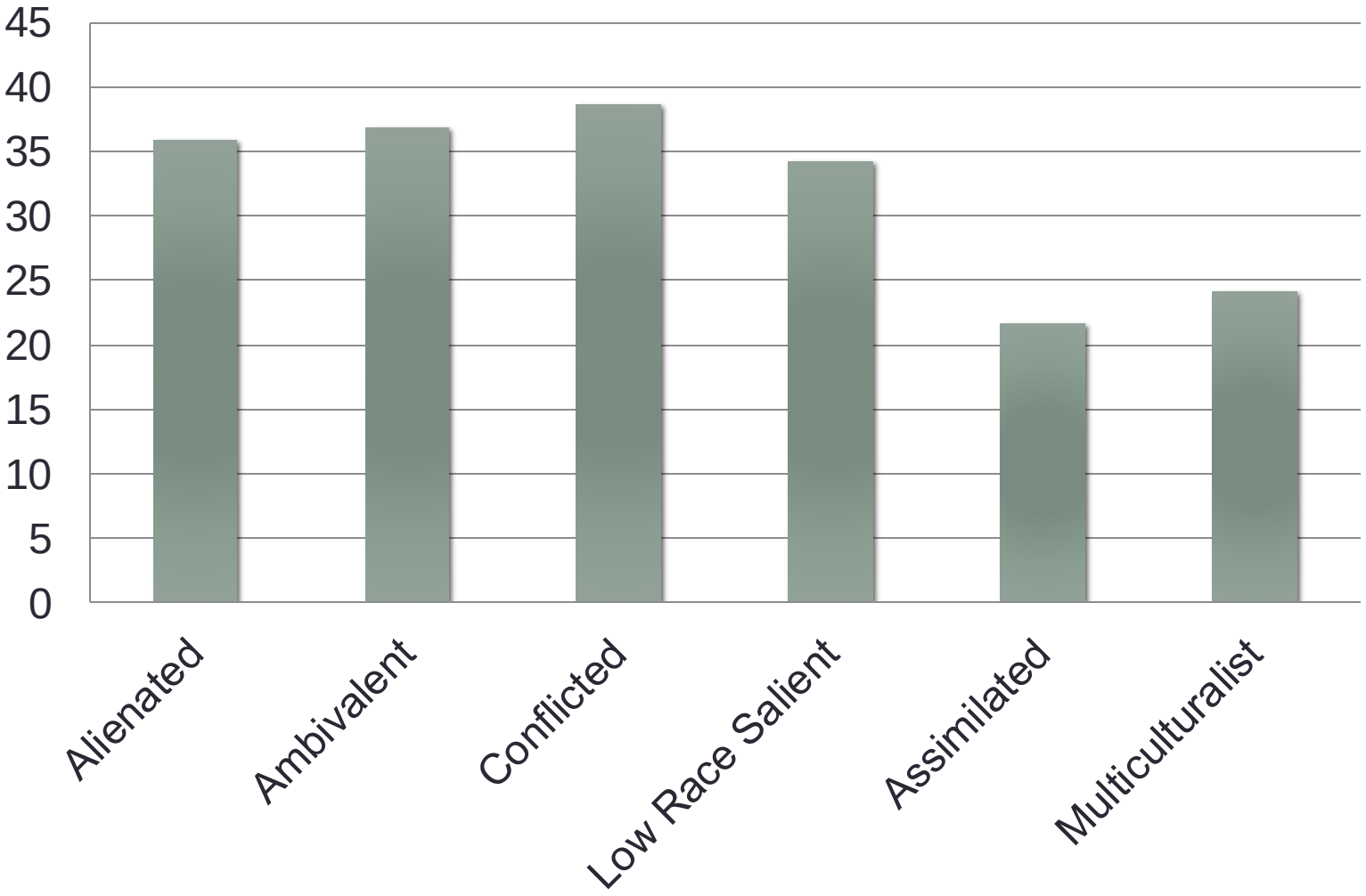
Adaptive Clusters	Maladaptive Clusters
• Multiculturalist*	• Alienated*
• Assimilated*	
• [Conflicted]	• Conflicted
• Low Race Salience	• [Low Race Salience]
• [Ambivalent]	• [Ambivalent]

Hypotheses

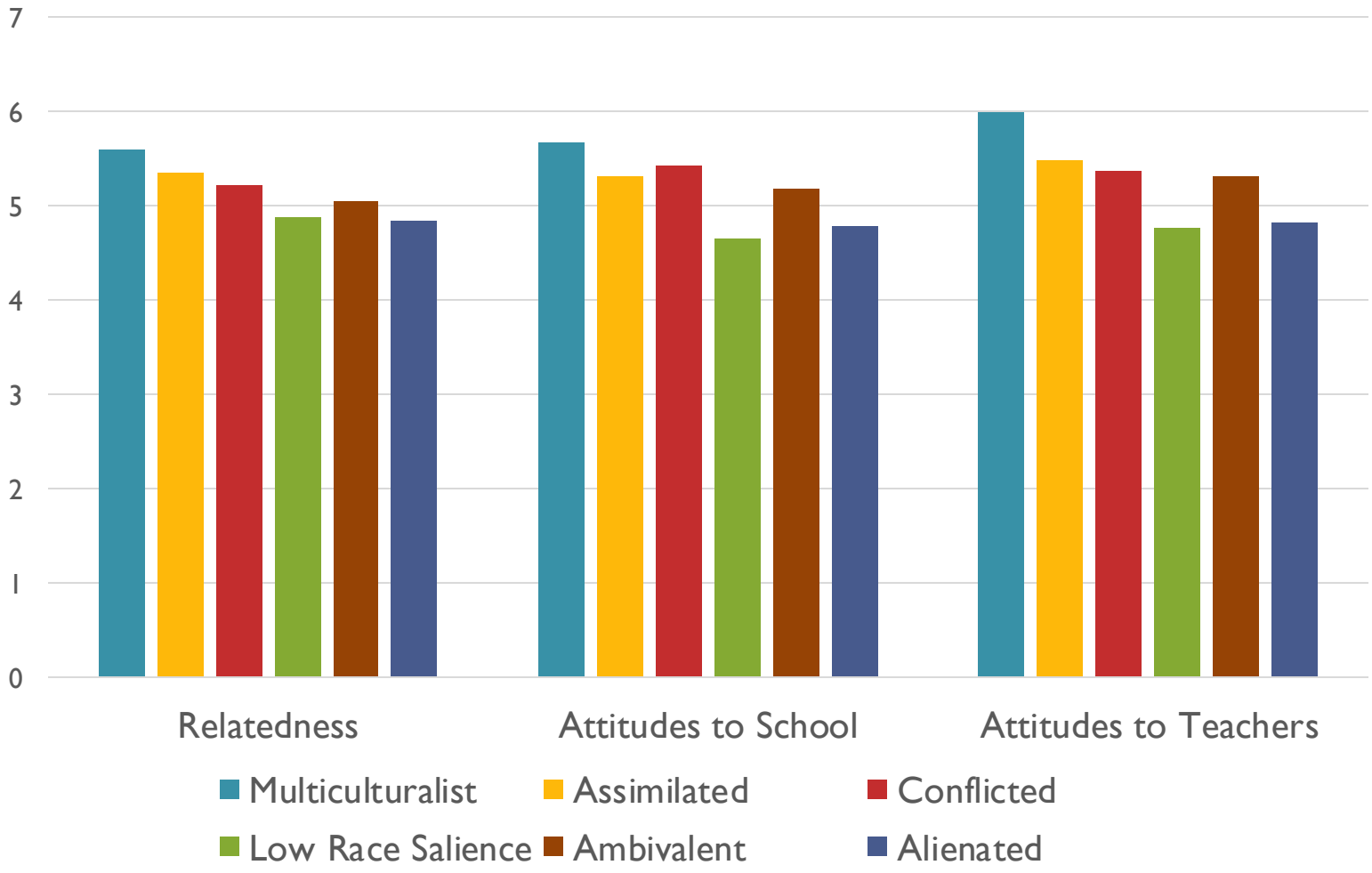
Do You Consider Yourself a Gang Member (% Yes)



Felt Sad or Hopeless Every Day for 2 Weeks
(% Yes)



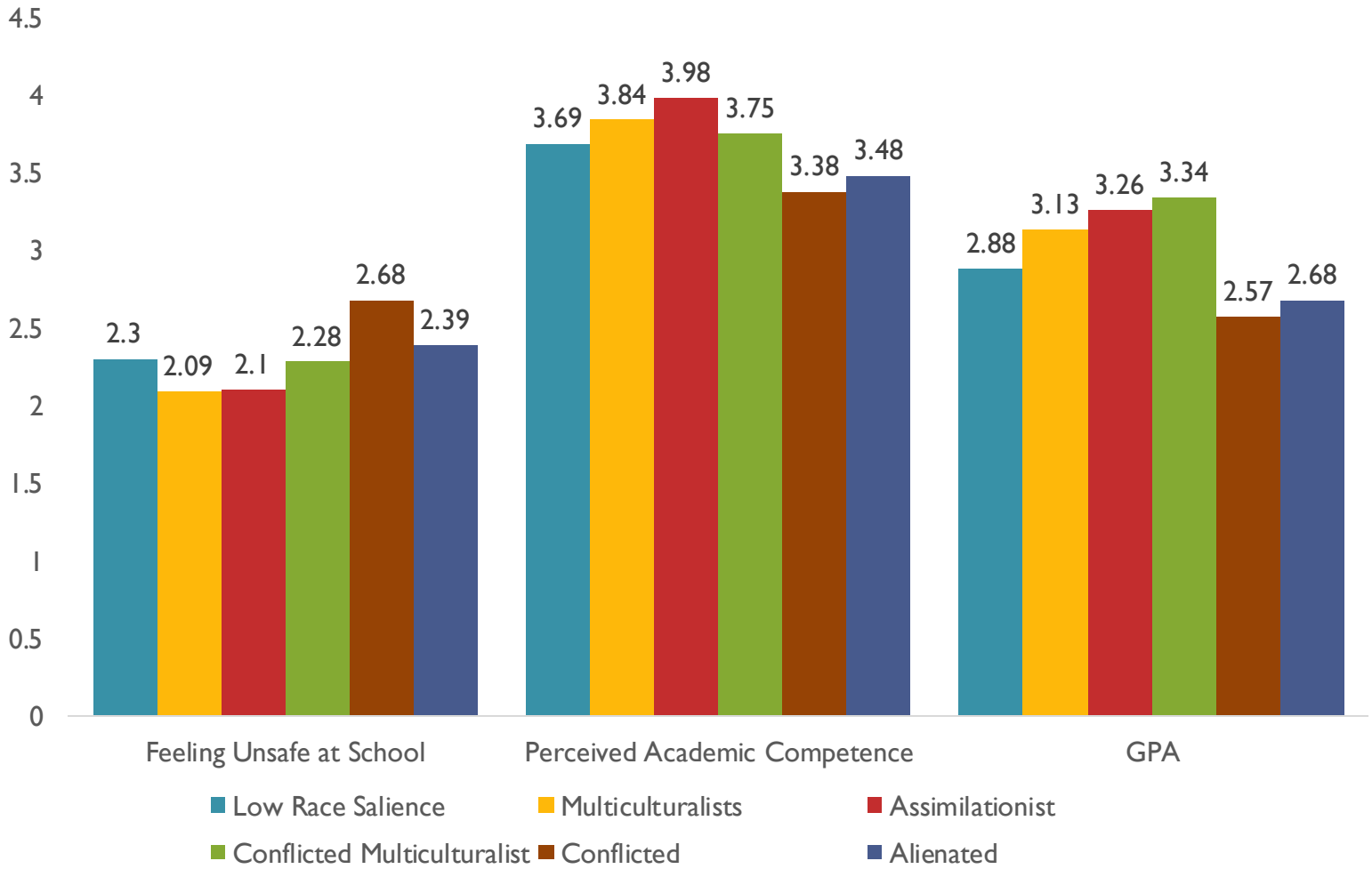
Differences by Cluster



Miller (2022): CERIS-Y in US

Figure 1
Estimated Means of the Six Profile Model

Miller (2022): CERIS-Y in US



Time Constructs

Hope

- The Hope Scale

Time Attitudes

- Adolescent and Adult Time Inventory–Time Attitudes

The Hope Scale

Agency:

Belief that you can accomplish your goals

Strongest correlation is with self-efficacy.

Pathways:

Ability to envision multiple paths to accomplishing goals.

Dixson & Stevens (2018)

117 African American Adolescents

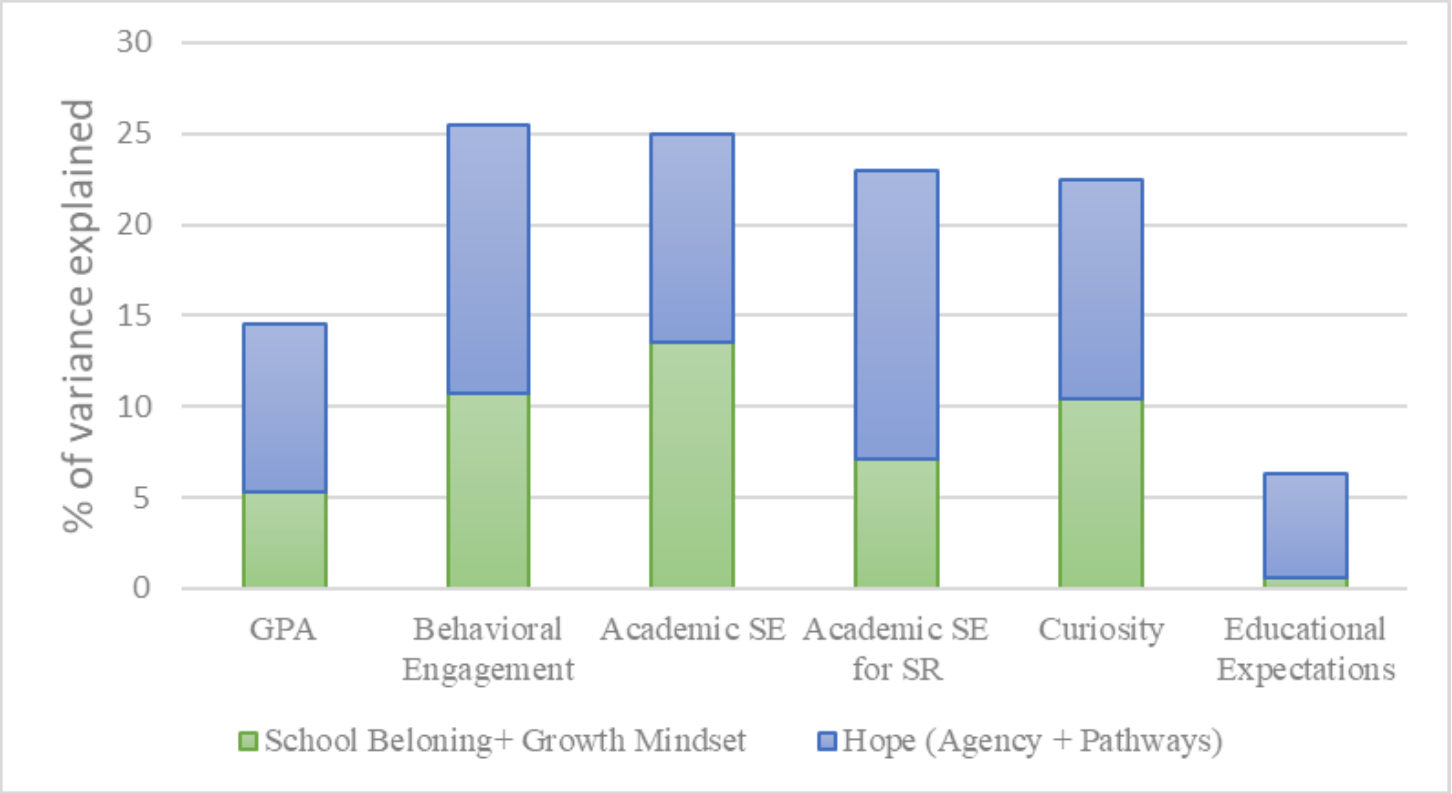
Table 5. Hierarchical Regression Predicting Academic Self-Concept.

Model	*B*	β	*p*	sr^2	Adjusted R^2	R^2 change
Block 1					.076	
Gender	−.085	−.063	.506	.004		
Age	.037	.085	.353	.007		
Parent educational level	.030	.048	.629	.002		
Standardized math score	.002	.345**	.008	.061		
Standardized English score	.000	−.014	.915	.000		
Block 2					.375	.299
Gender	.055	.041	.609	.001		
Age	.057	.131	.093	.016		
Parent educational level	.024	.037	.646	.001		
Standardized math score	.001	.173	.110	.014		
Standardized English score	.000	.057	.603	.002		
Agency	.202	.267*	.020	.031		
Pathways	.312	.345**	.002	.054		

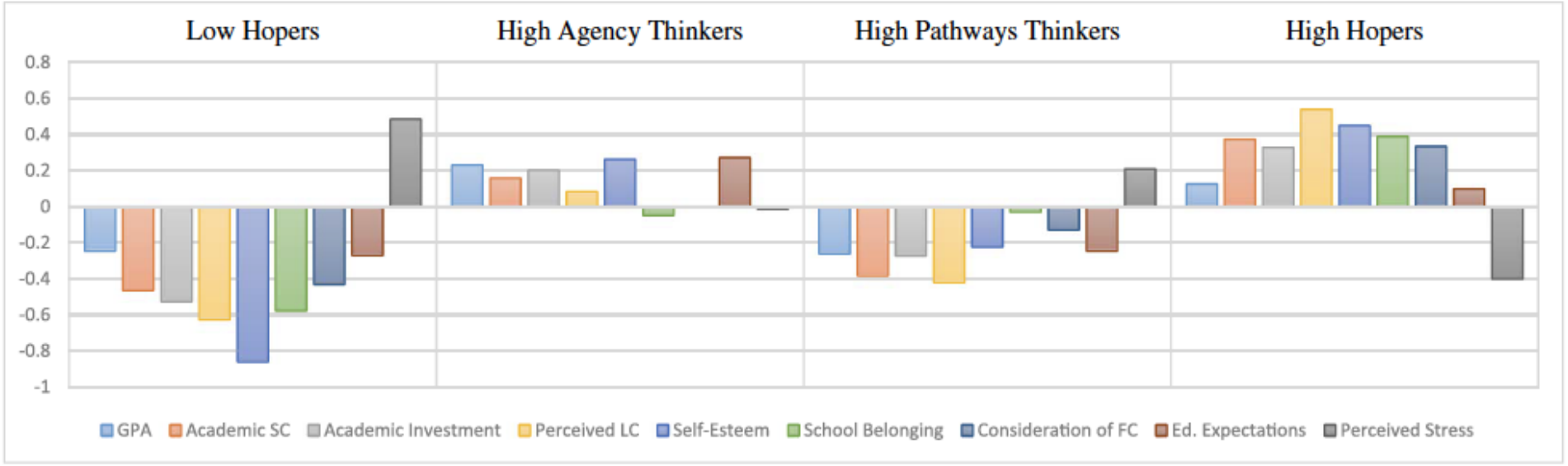
Note. $N = 117$; sr^2 = squared semipartial coefficient.

Hope, School Belonging, and Growth Mindset (Dixson, 2020)

- Sample
  - 447 adolescents ($Mean_{age}$ = 15, SD = 1.28)



Hope Profiles: Study 1
Dixson et al. (2017): 297 Adolescents



Hope Profiles: Study 2a
(Dixson, 2019)

- 447 (53.3% male) high school students (M_{age} = 16)

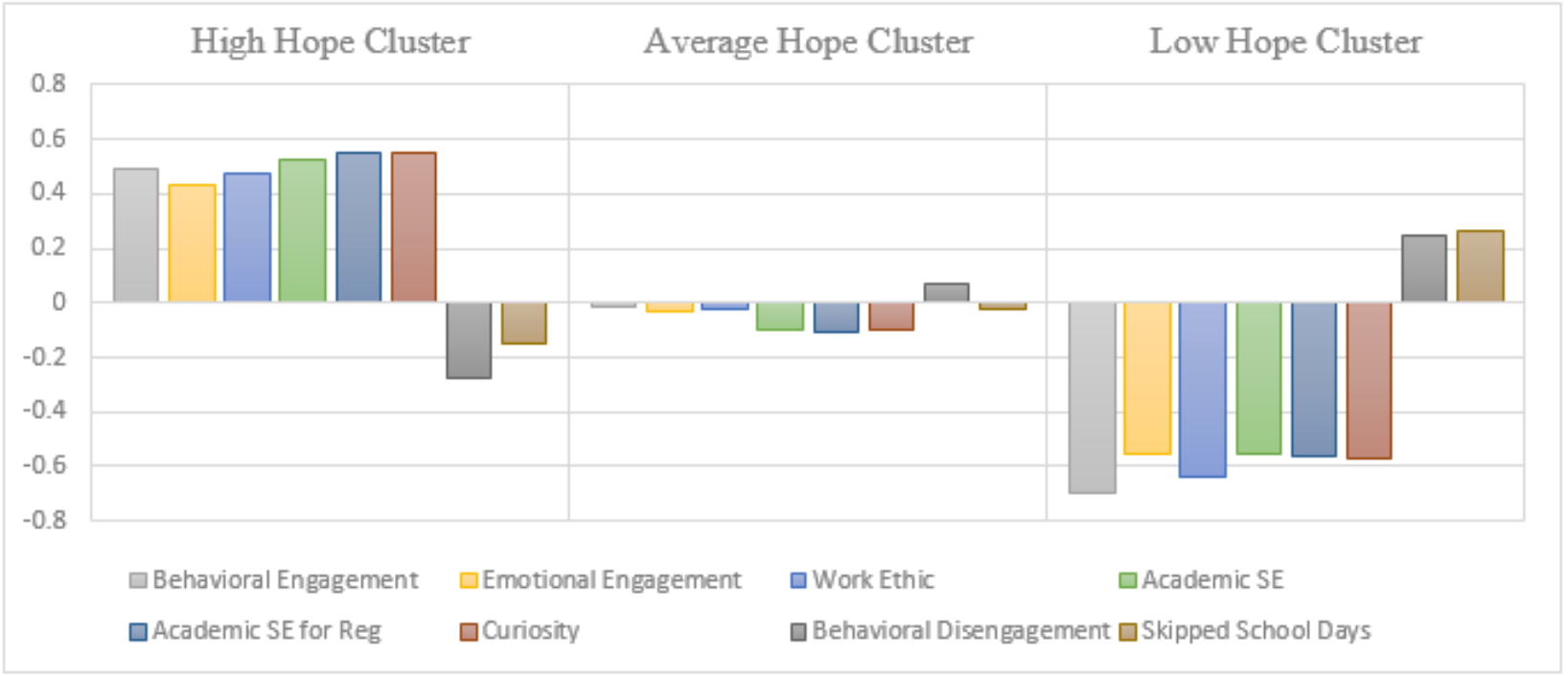


Figure 1. *Z Score Differences of Hope Clusters Based on Behavioral Variables in the High School Sample.*

Hope Profiles: Study 2b
(Dixson, 2019)

- 375 (70.1% male) college students (M_{age} = 21)

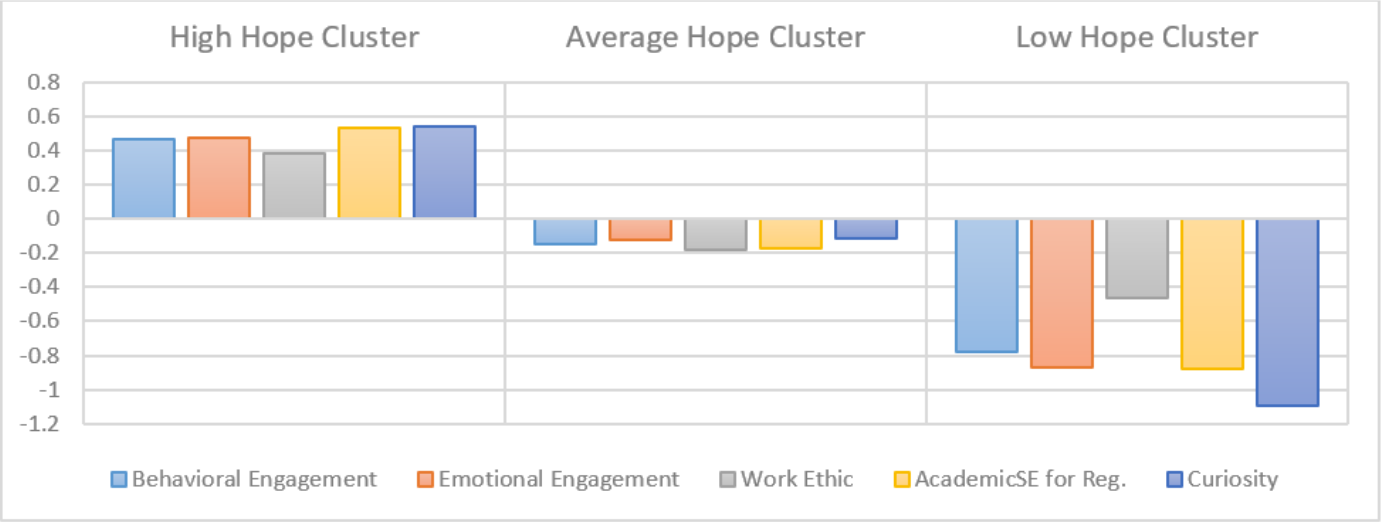


Figure 2. *Z Score Differences of Hope Clusters Based on Behavioral Variables in the College Sample.*

TIME ATTITUDES

Affect toward the three time periods:

Positive and *negative* feelings toward the past, present, and future.

Six Time Attitudes

Past Positive:
My past is full of happy memories."

Past Negative:
"My past makes me sad."

Present Positive:
"I am content with the present."

Present Negative:
"My current life worries me."

Future Positive:
"My future makes me smile."

Future Negative:
"Thinking ahead is pointless."

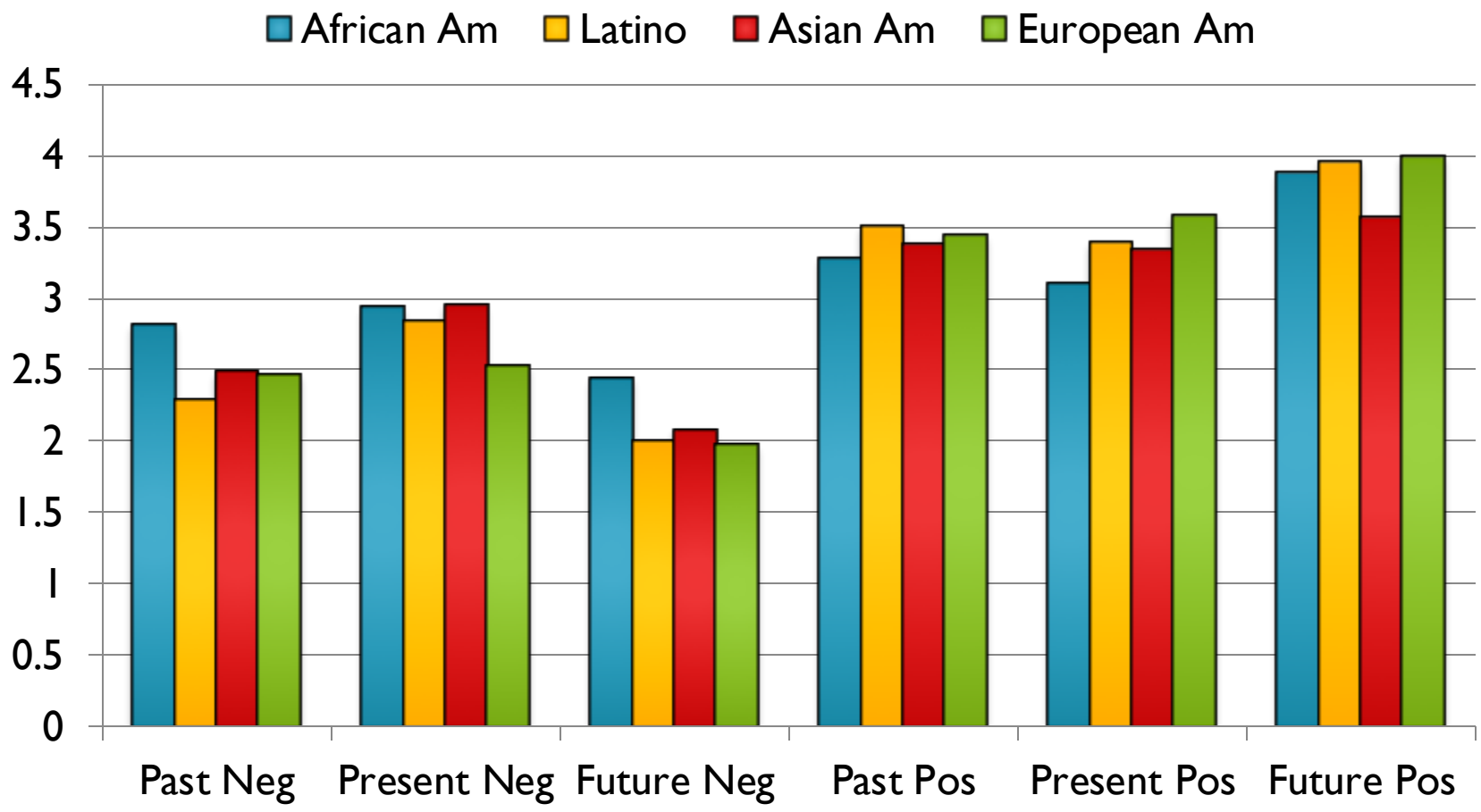
AATI is Available in Several Languages

*Presented but not yet published

- Albanian
- Amharic (Ethiopia)
- Chinese*
- English
  - New Zealand, Nigeria, Northern Ireland, Scotland, Singapore*, United States
- Farsi (Iran)*
- German
- Italian

- Japanese
- Polish (in press)
- Slovene
- Spanish
  - Peru*, Spain
- Swedish (pilot)
- Rio de la Plata Spanish
  - Uruguay
- Traditional Chinese
  - In preparation
- Turkish

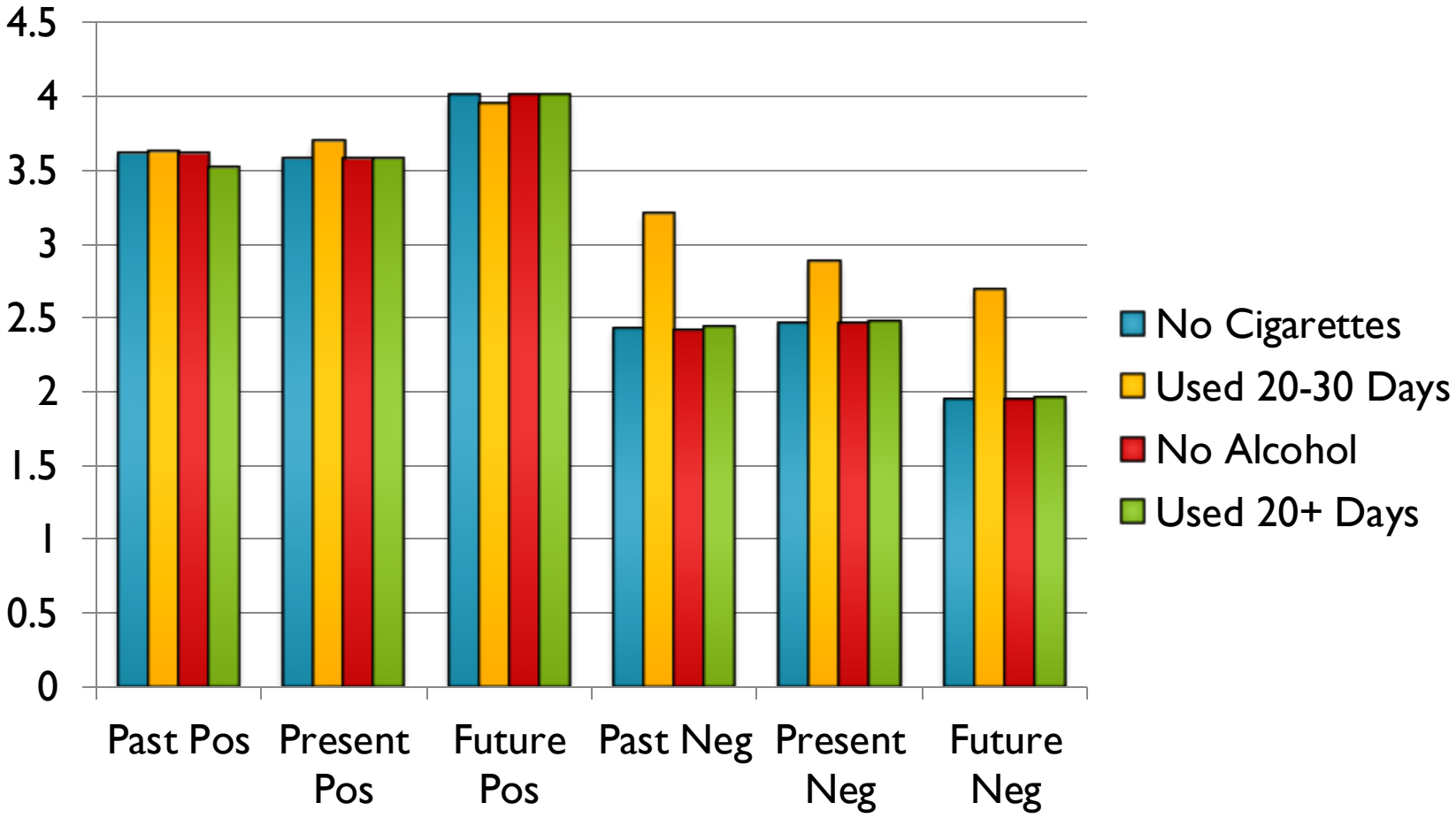
Ethnic Group Differences



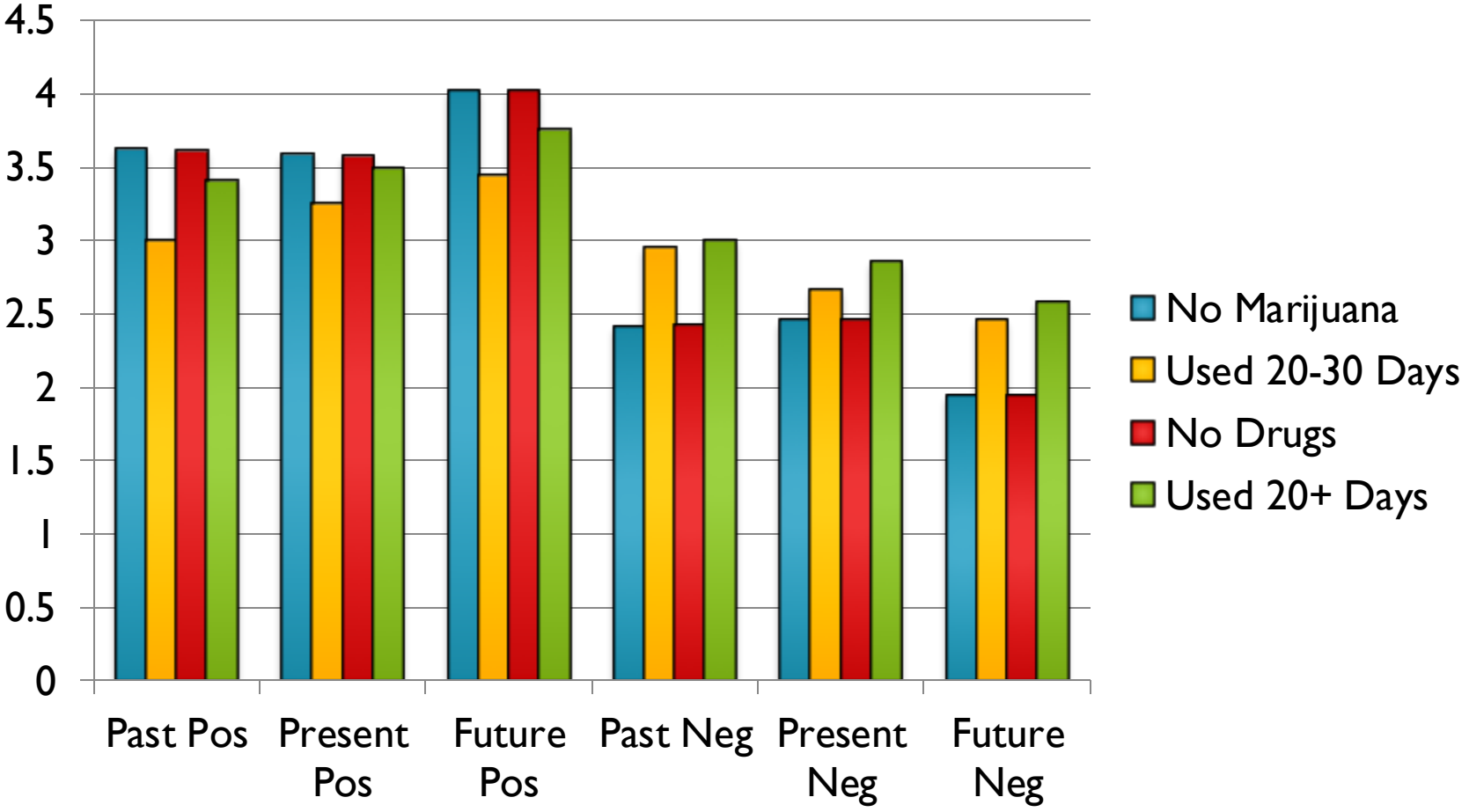
Differences between adolescents using substances and those not using.

US SAMPLE

Use Cigarettes and Alcohol in School in Last 30 Days (*N* = 1,500)



Use Marijuana and Other Illegal Drugs in School in Last 30 Days (*N* = 1,500)



PERSON-CENTERED ANALYSES:

CLUSTERS AND LATENT PROFILES:

ATI-TA Clusters

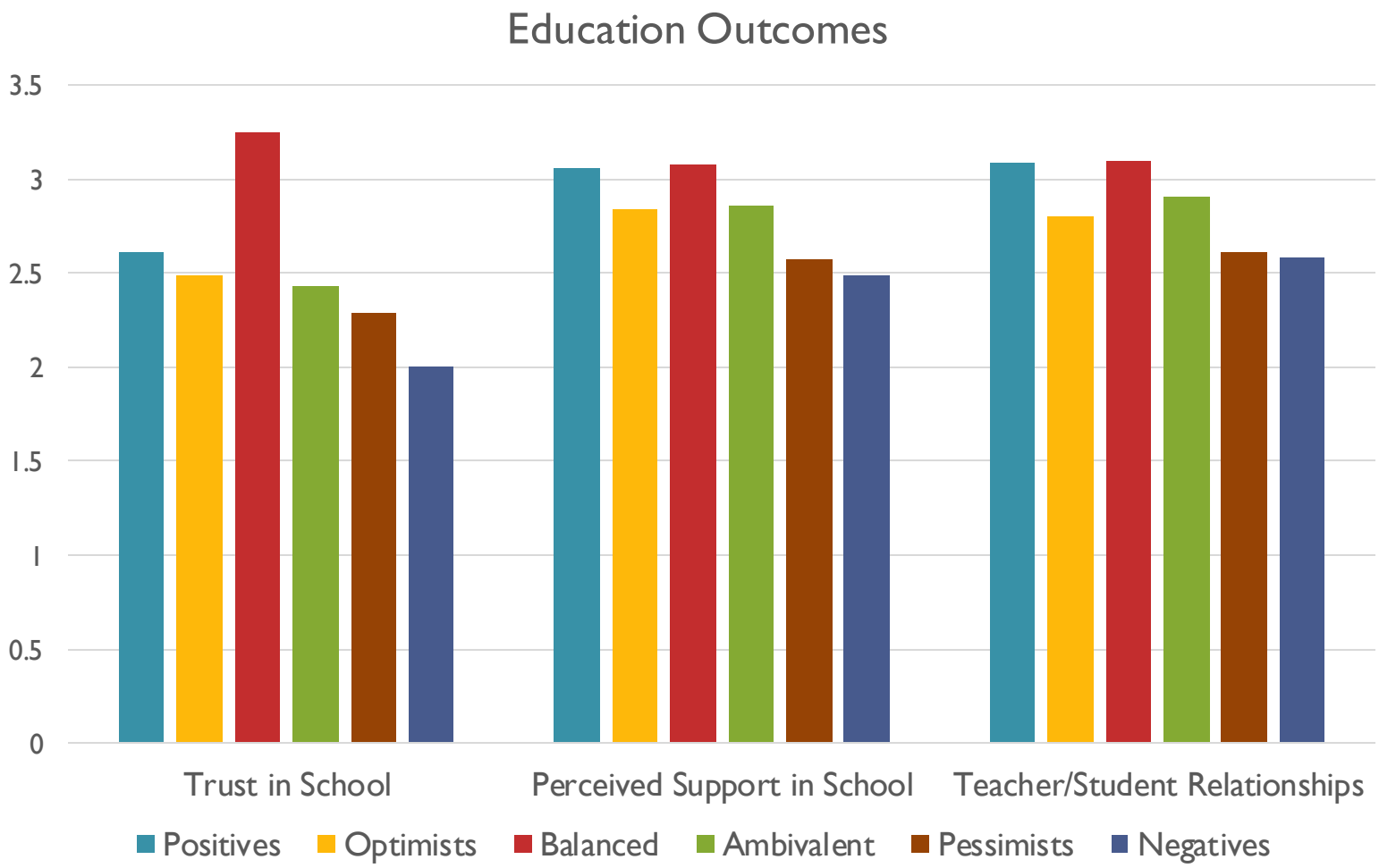
	US 2013, 2014	New Zealand 2013	UK 2016-1	UK 2016-2	Slovenia (2017)	US In press	Singapore (in prep)
Positives (7/7)	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Negatives (7/7)	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Pessimists (7/7)	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Optimists (3/7)	Yes	Yes	No	No	No	No	Yes
Ambivalent (3/7)	No	No	Yes	Yes	No	Yes	No
Past Negs (3/7)	No	No	Yes	Yes	Yes	No	No
Balanced (2/7)	Yes	No	Yes	No	No	No	No
Pres Negs (1/7)	No	No	No	No	Yes	No	No

ATI-TA Latent Profiles

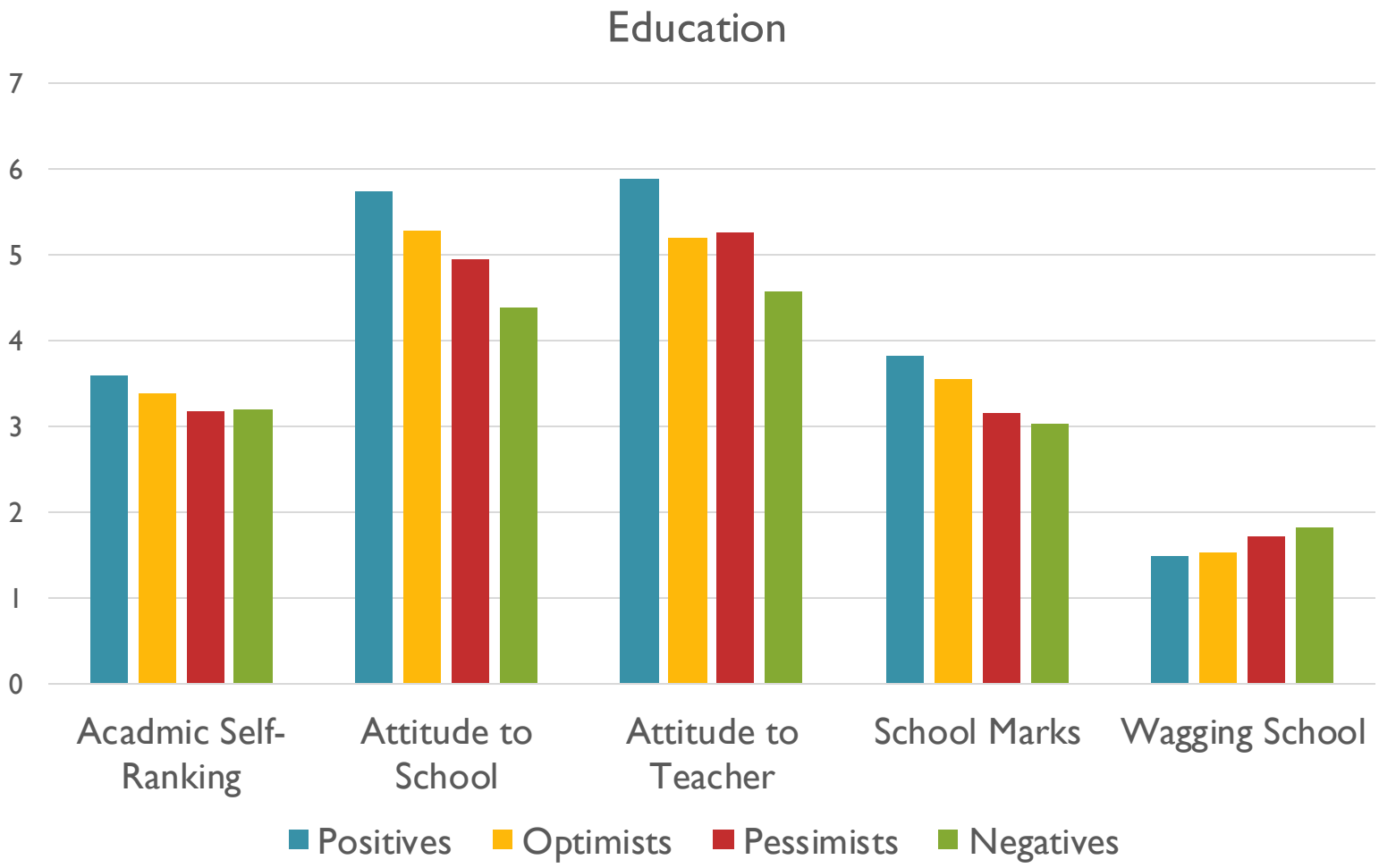
	Germany 2009	UK 2017, 2018	US 2016	Singapore (in prep)
Positives (4/4)	**Yes**	**Yes**	**Yes**	**Yes**
Ambivalent (4/4)	**Yes**	**Yes**	**Yes**	**Yes**
Negatives (3/4)	**Yes**	**Yes**	No	**Yes**
Optimists (1/4)	**Yes**	No	No	No
Balanced (2/4)	**Yes**	No	No	**Yes**
Pessimists (2/4)	**Yes**	**Yes**	No	No
Conflicted (1/4)	No	No	**Yes**	No
Negative Futures (1/4)	No	**Yes**	No	No
Past Pos/Pres Negs (1/4)	No	No	No	**Yes**

EDUCATION OUTCOMES

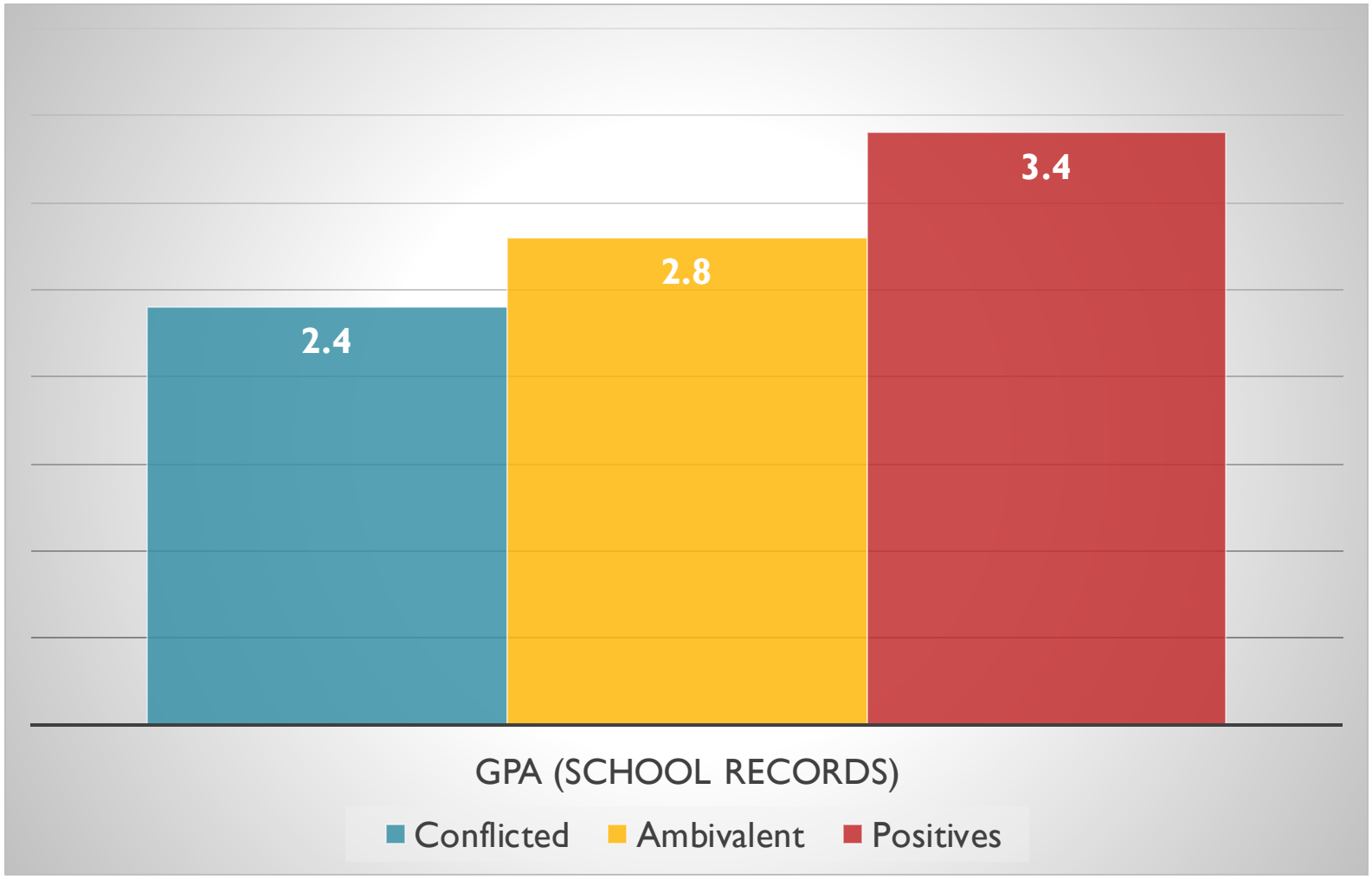
Buhl and Linder (2009)
Germany



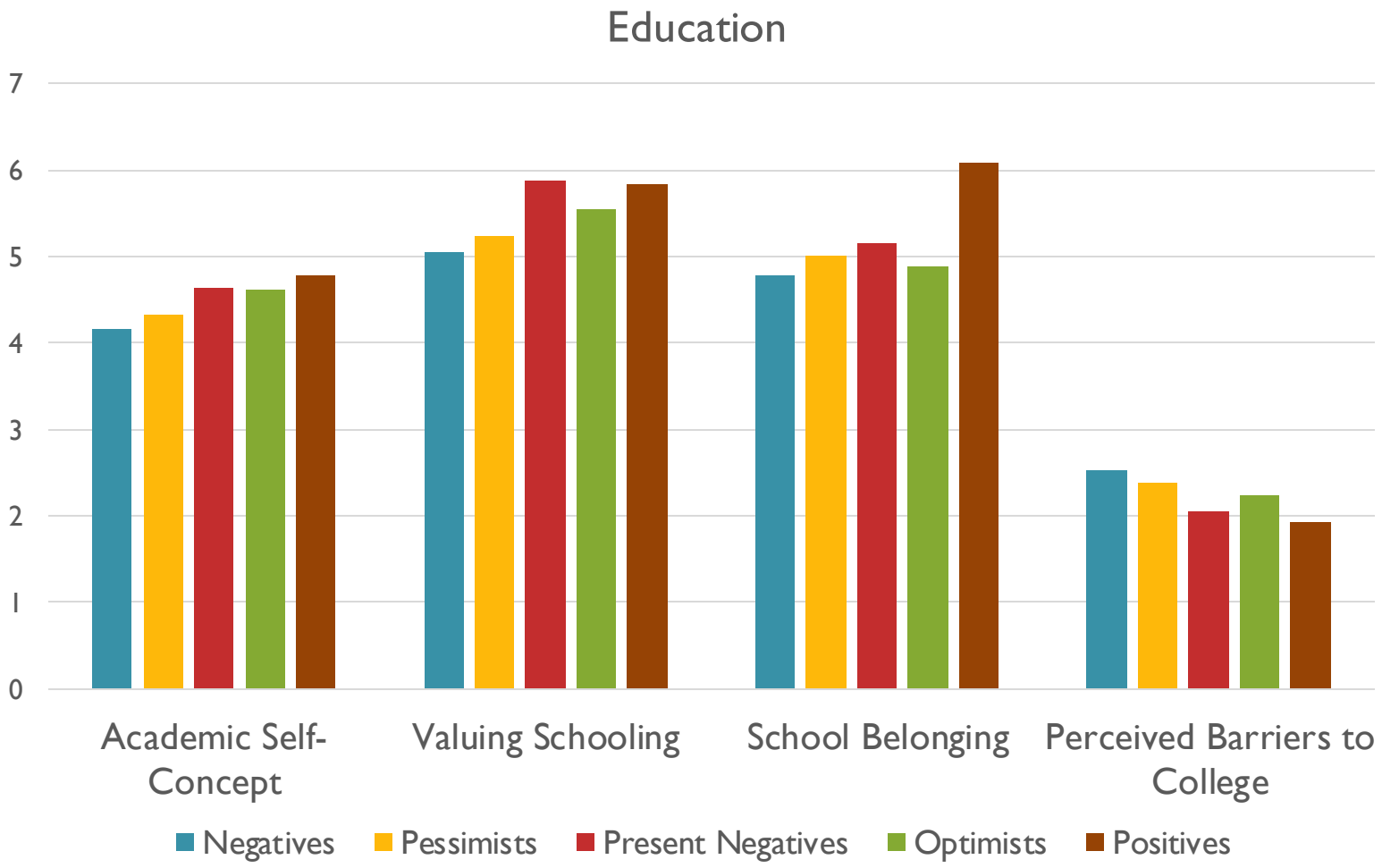
Alansari et al. (2013)
New Zealand



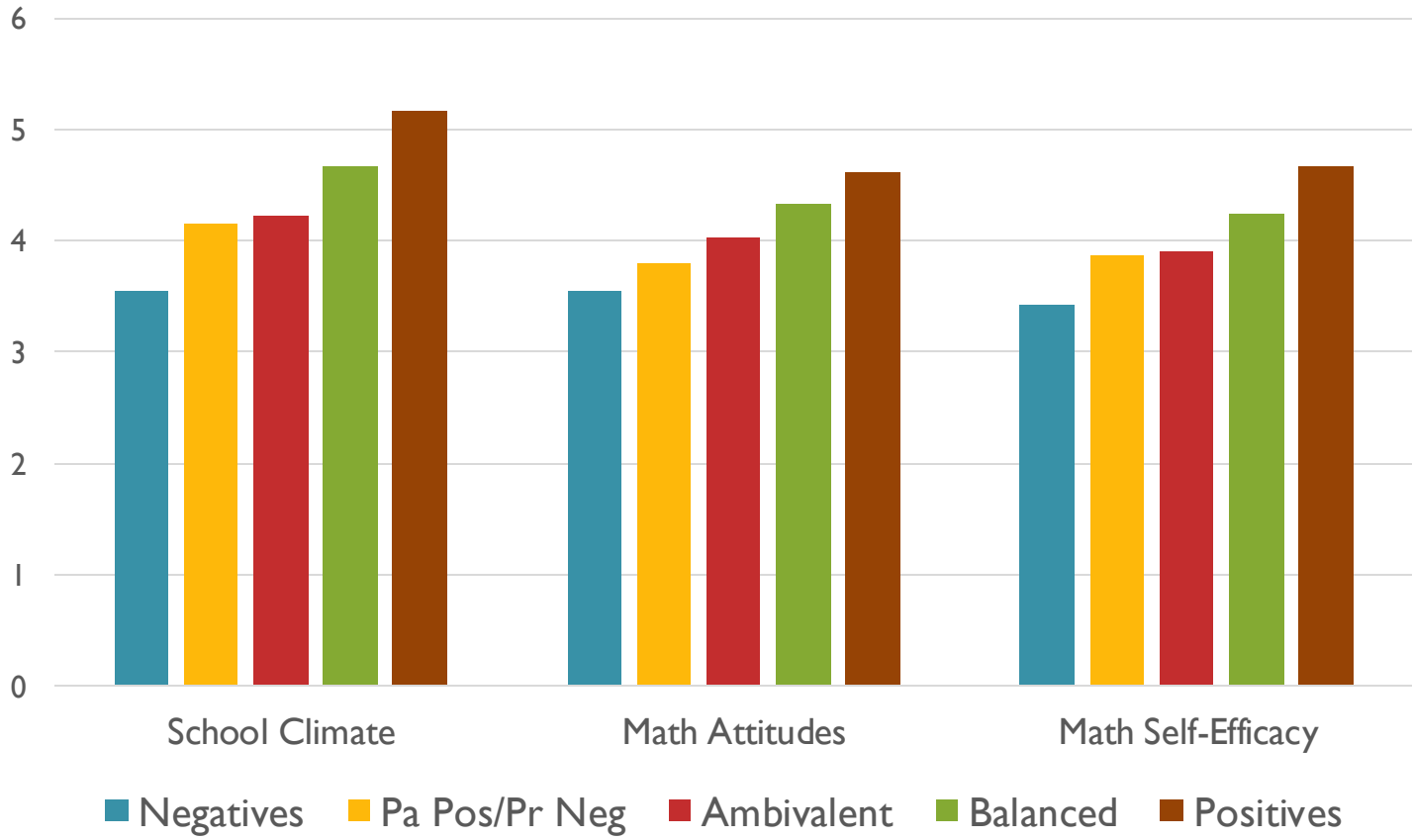
Prow et al. (2016)
United States



Worrell & Andretta (2019): Study 1
United States



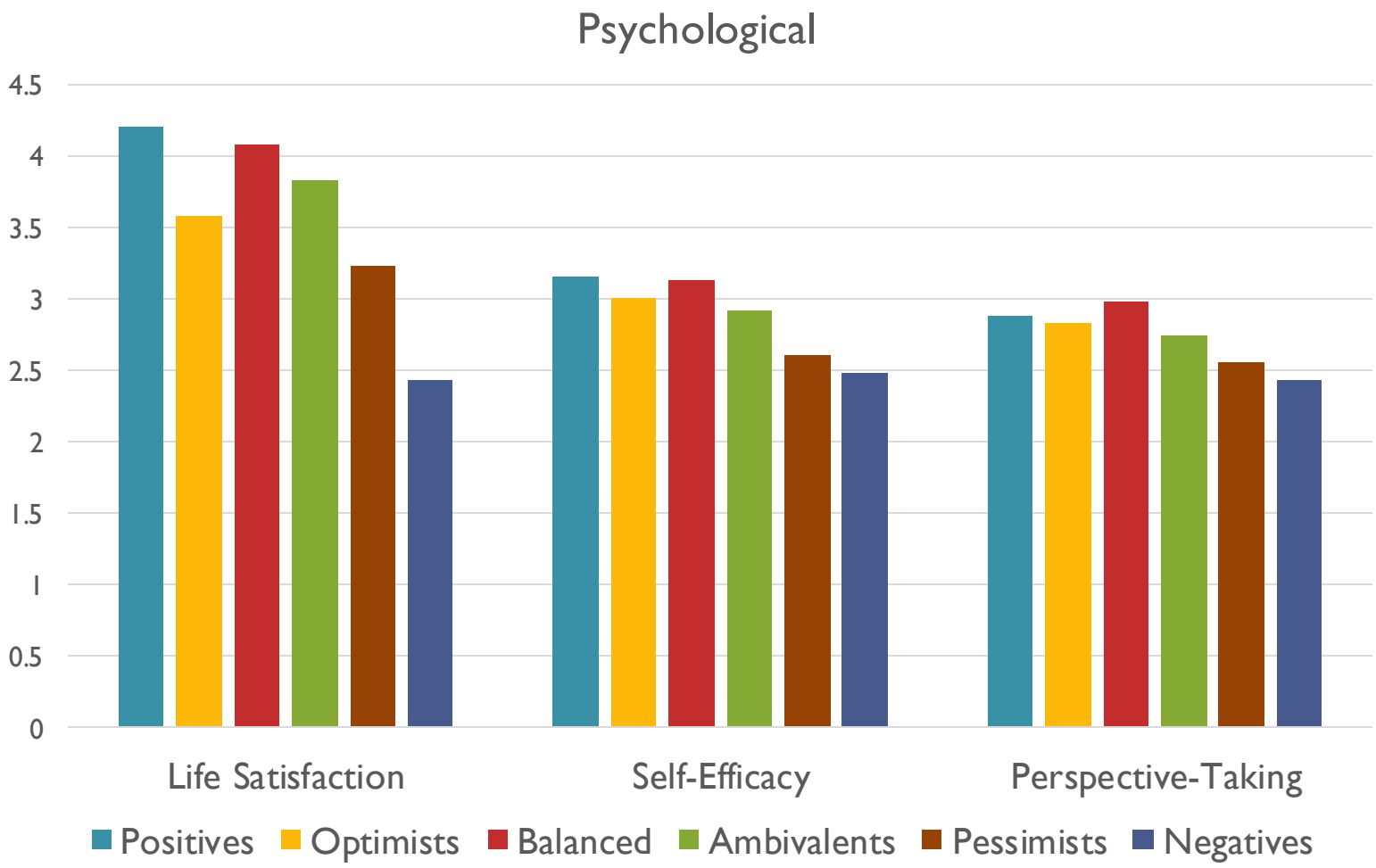
Worrell et al. (in preparation)
Singapore



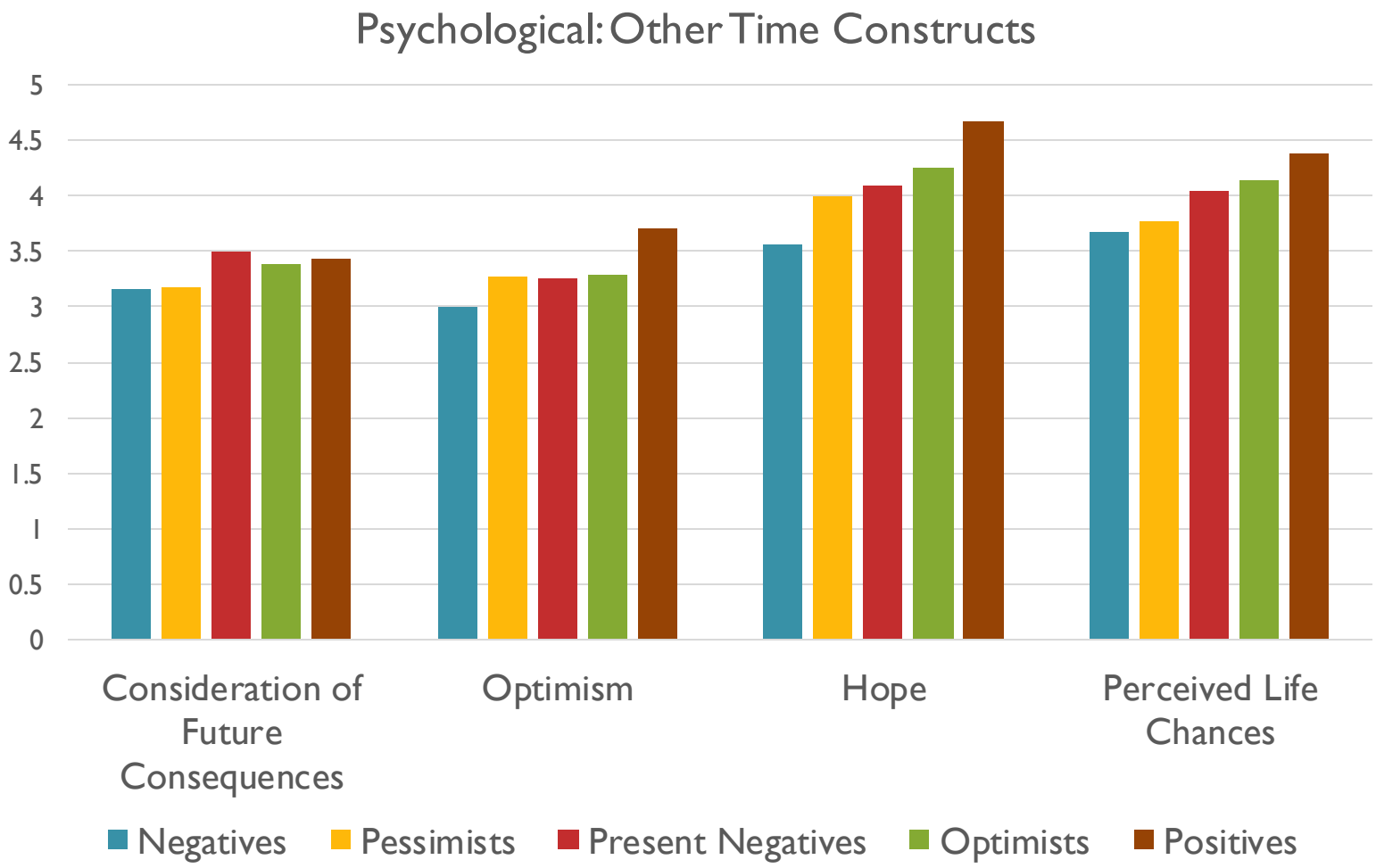
PSYCHOLOGICAL CONSTRUCTS

Buhl and Linder (2009)

Germany

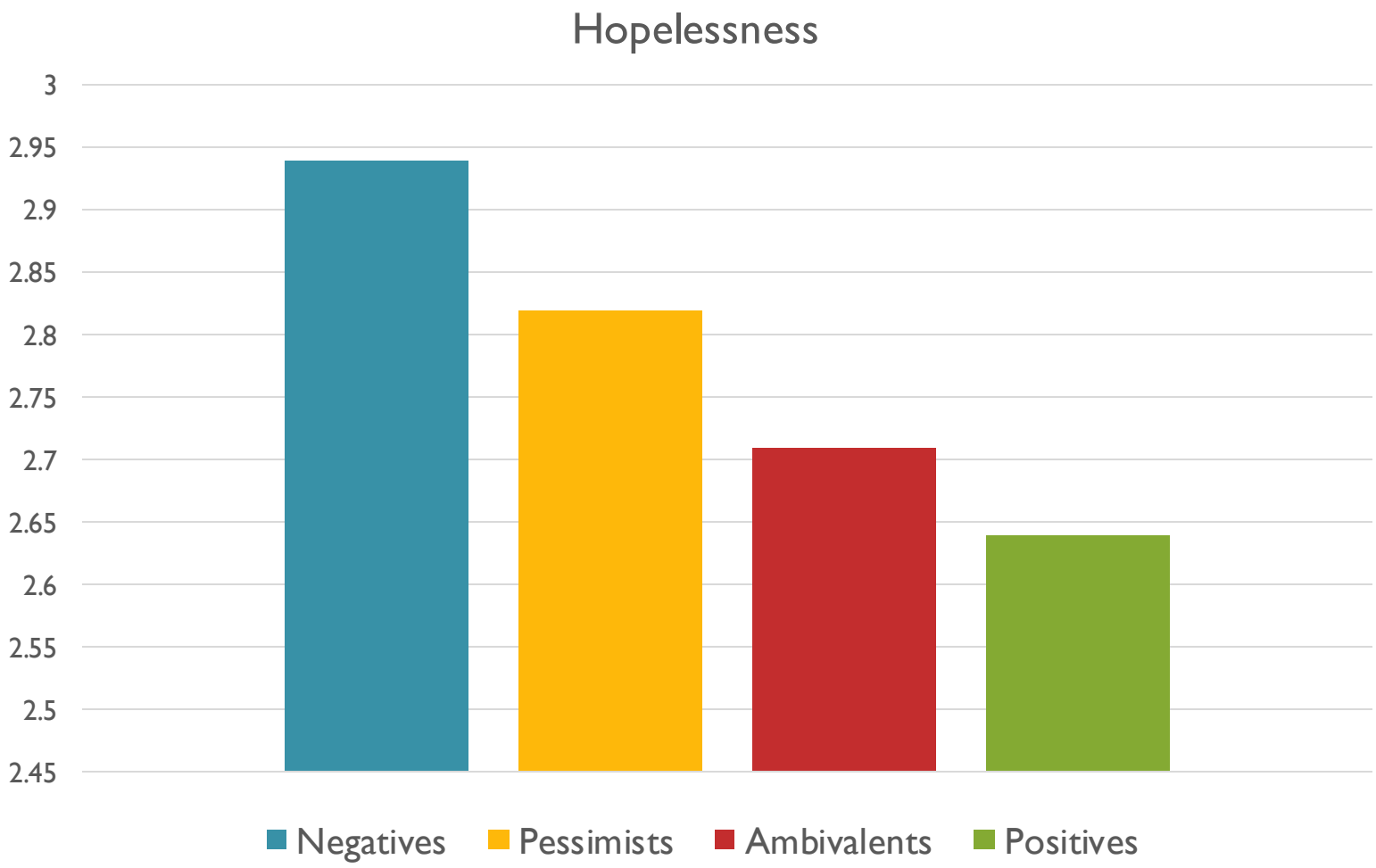


Worrell & Andretta (2019): Study 1
United States



Worrell & Andretta (2019): Study 2

United States

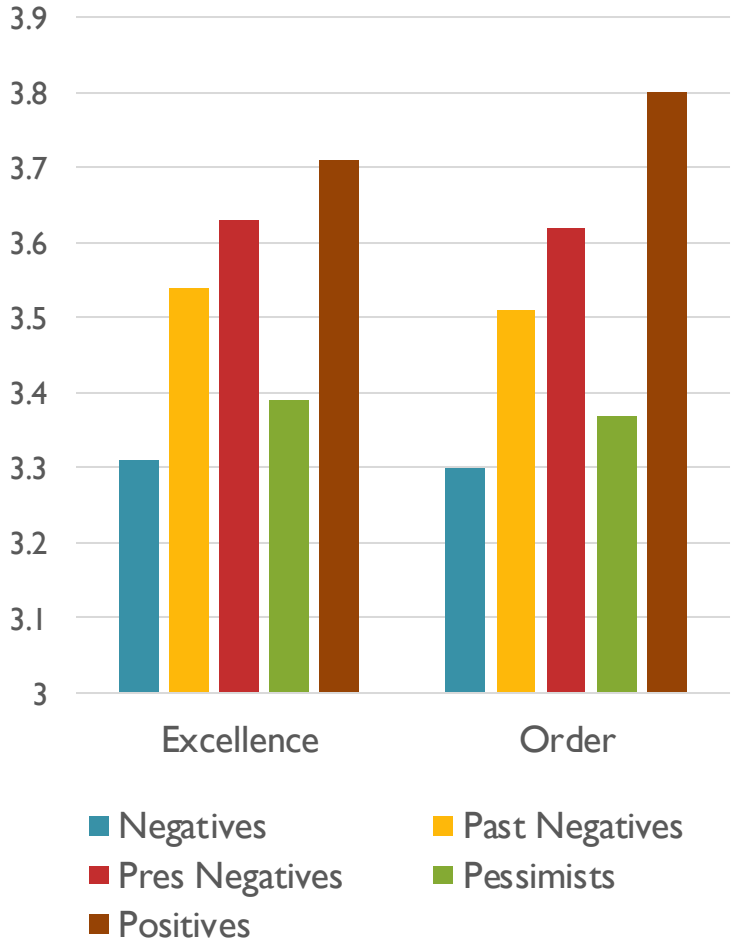


RESULTS FROM SLOVENIA

IN PREPARATION

Adaptive Perfectionism (d_{corr})
Excellence & Order

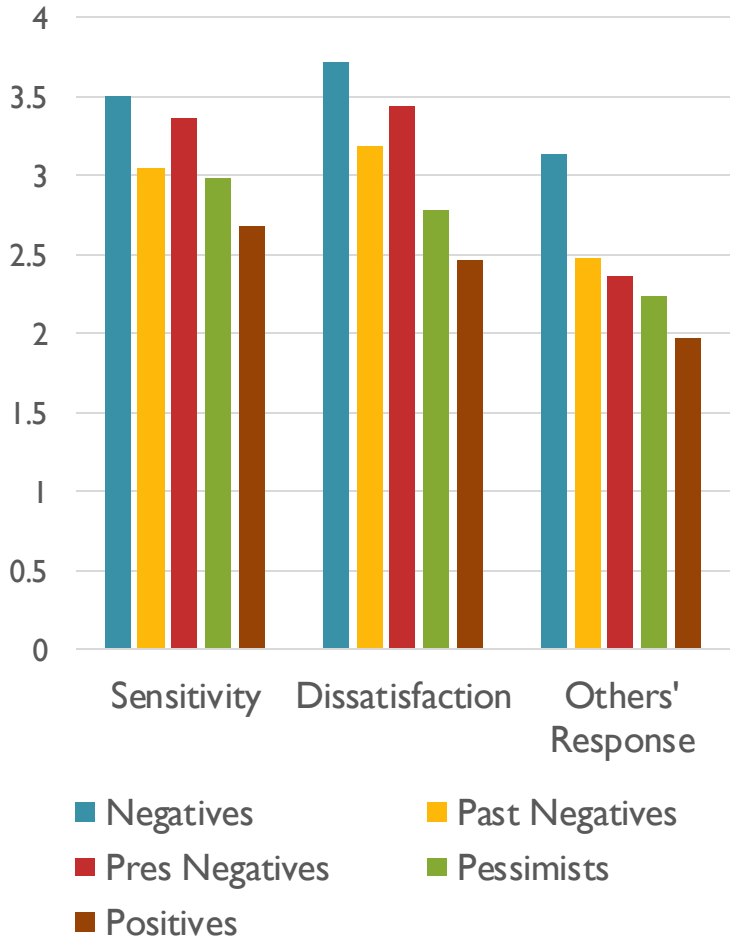
- Excellence
  - Pos to Pess (.43)
  - Pos to Negs (.52)
- Order
  - Pos to Pess (.66)
  - Pos to Negs (.77)



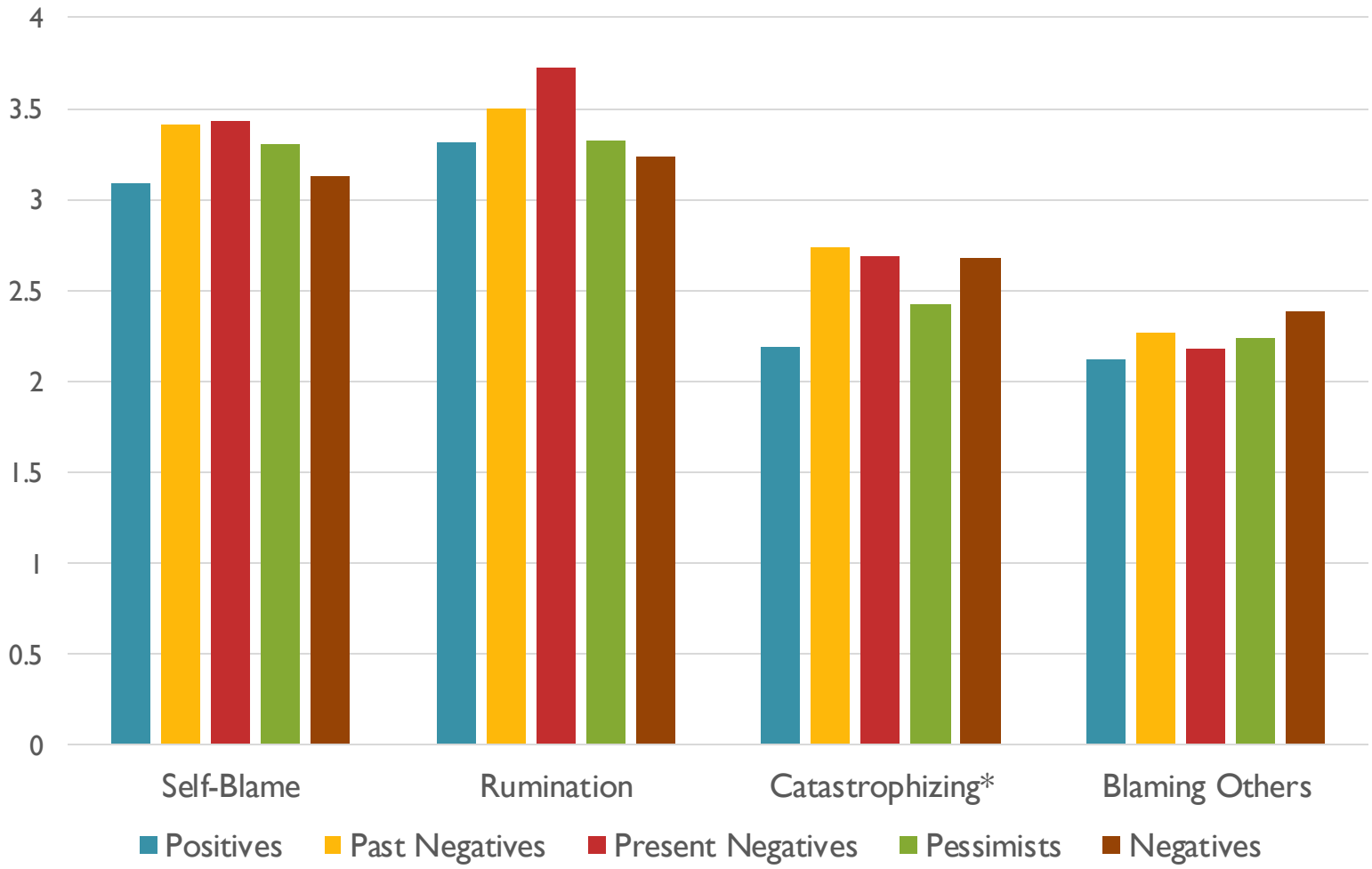
Maladaptive Perfectionism (d_{corr})

Sensitivity, Dissatisfaction, & Concern about Other's Responses

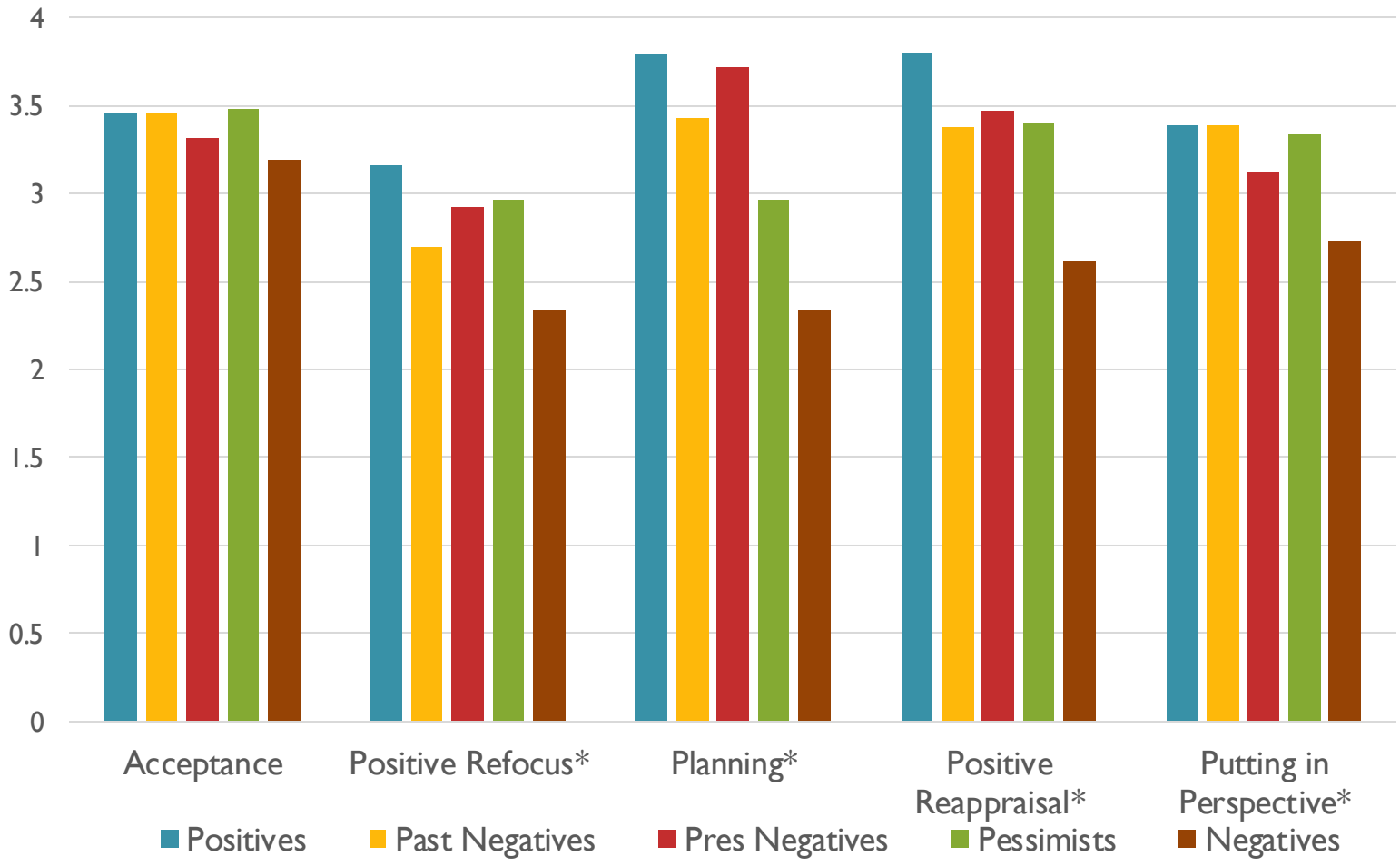
- Sensitivity
  - Negs to Past Negs (-.45), Pess (-.59), Pos (-1.03)
- Dissatisfaction
  - Negs to Pres Negs (-.33),
  - Past Negs (-.60), Pess (-1.19), and Pos (-1.62)
  - Pr Negs to Pess (-.84), Pos (-1.26)
  - Past Negs to Pess (-.50), Pos (-.91)
- Concern about Others' Responses
  - Negs to Pa Negs (-.70), Pres Negs (-.99), Pess (-1.16), Pos (-1.56)
  - Pa Negs to Pos (-.65)



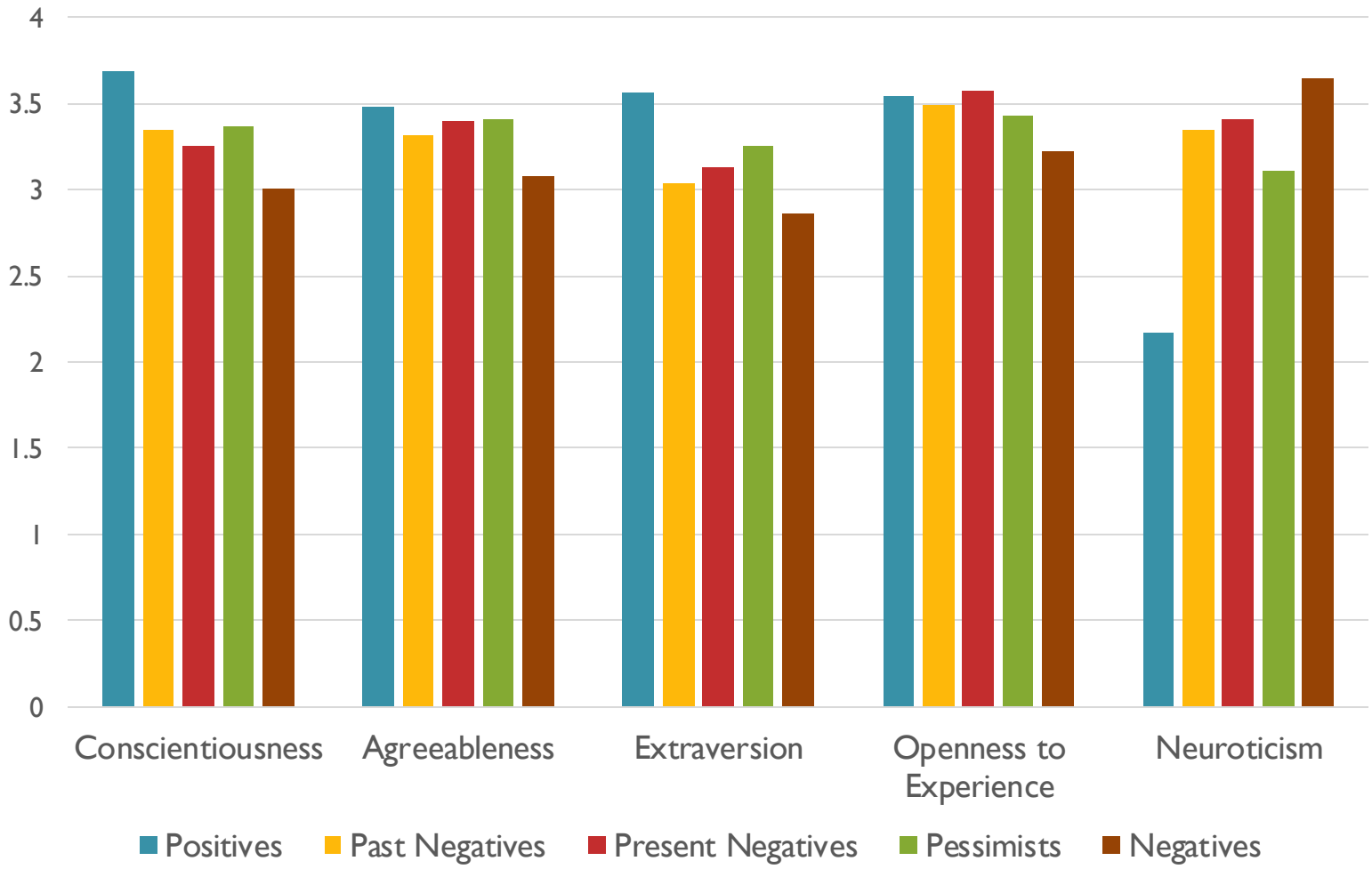
Maladaptive Coping



Adaptive Coping

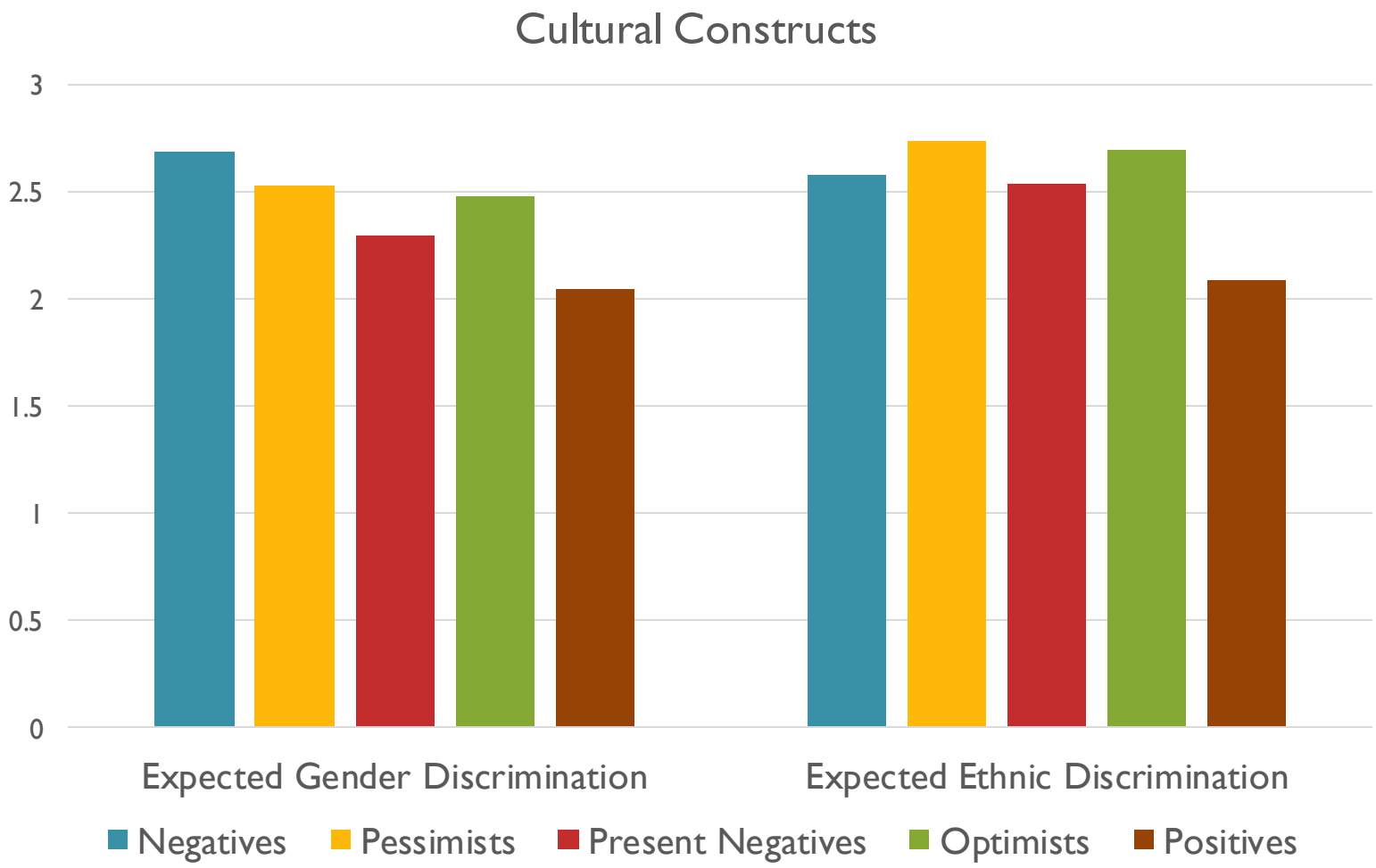


Big 5 Personality Traits

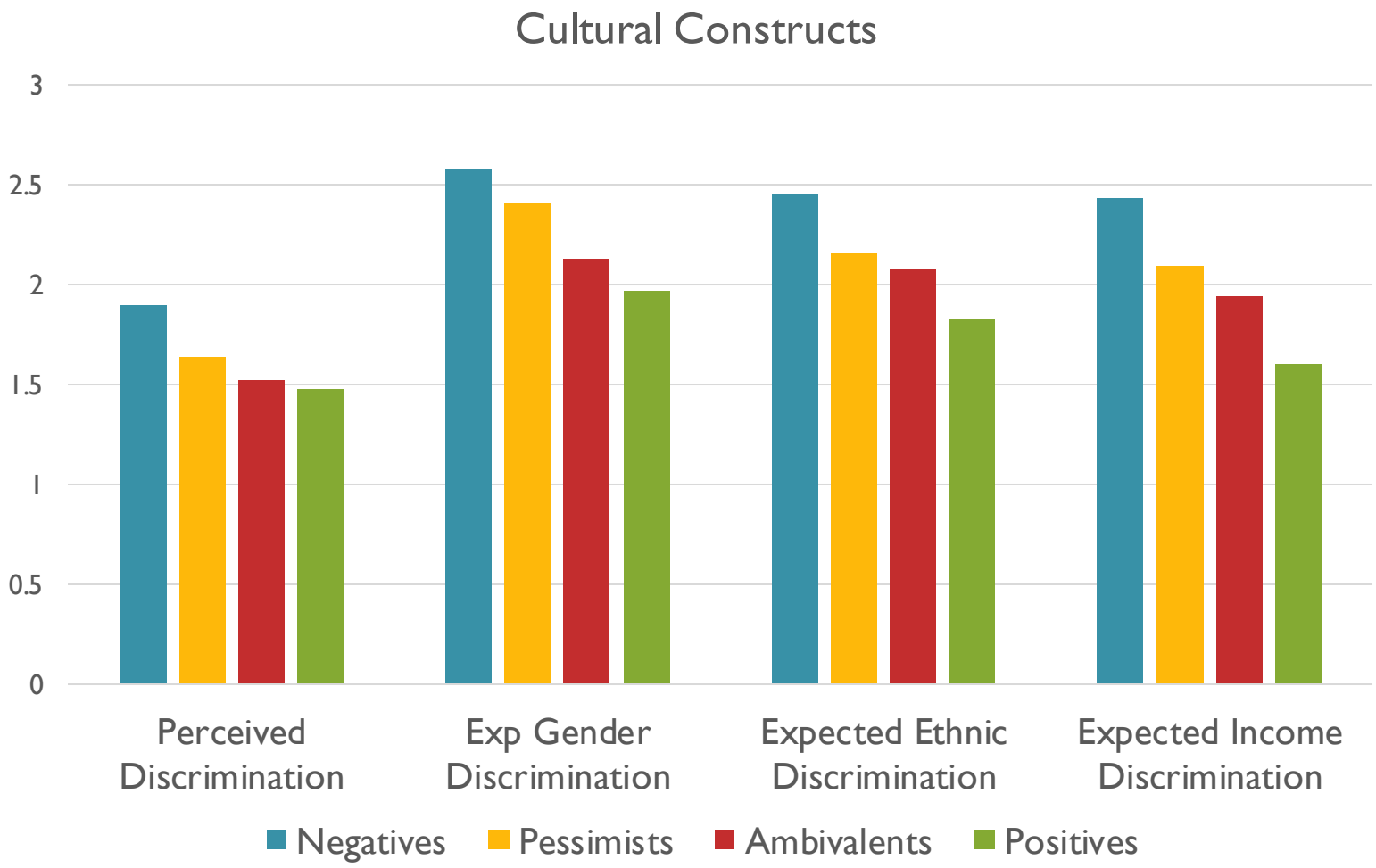


CULTURAL CONSTRUCTS

Worrell & Andretta (2019): Study 1
United States



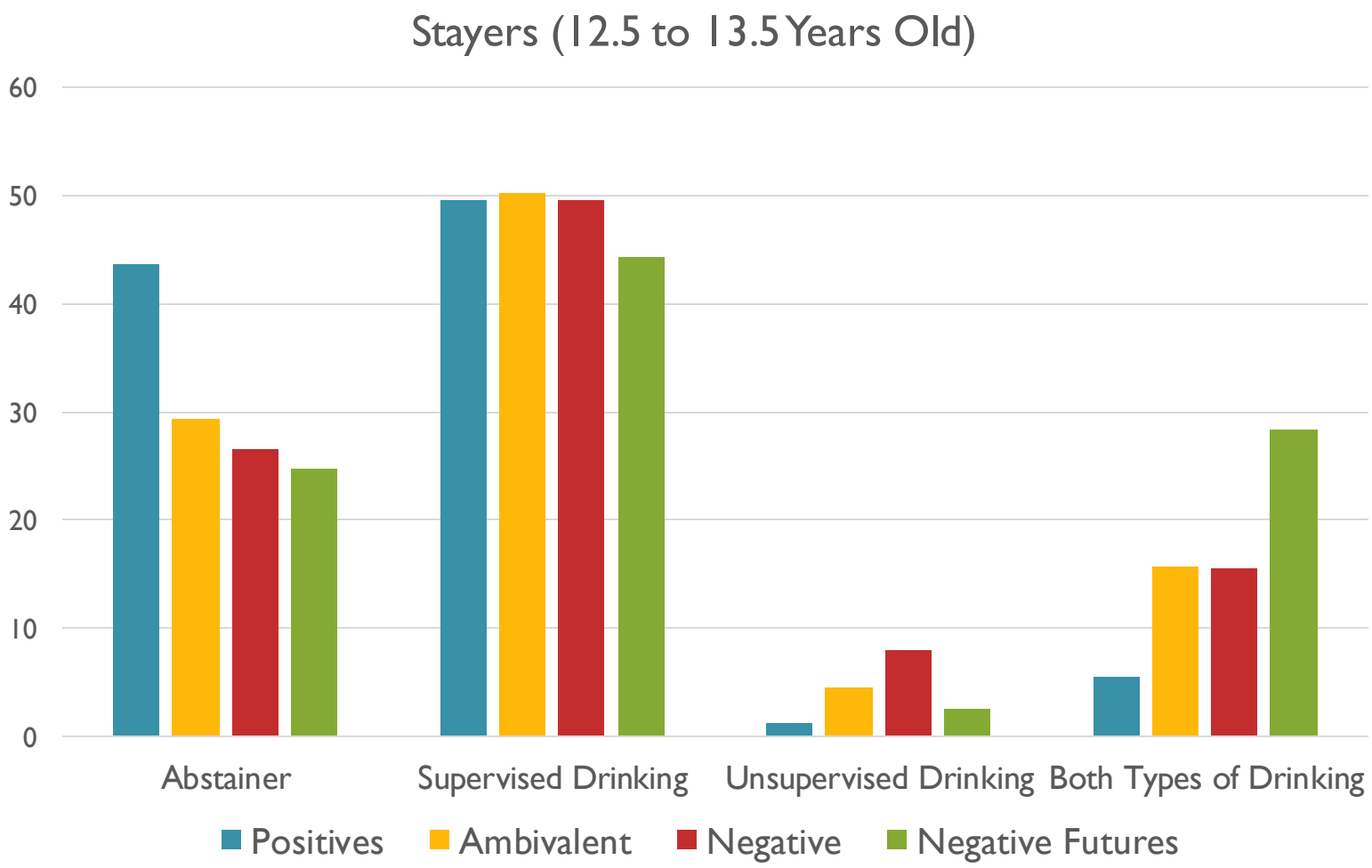
Worrell & Andretta (2019): Study 2
United States



Wells et al. (2018): 1 year
Wells et al. (2018): 2 years
McKay et al. (2018); 2 years

PROFILES AND LONGITUDINAL OUTCOMES: SUBSTANCE USE SELF-EFFICACY

United Kingdom (Alcohol Use)



McKay et al. (2018)
United Kingdom (Longitudinal – 2 years)

- Staying Positive associated with a lower likelihood of ever having used cannabis compared to staying Negative, Mod-Negative or Ambivalent (d > −3.08).
- Staying Positive associated with a lower likelihood of ever having smoked compared to staying Negative, Mod-Negative, or Ambivalent (*d* > 2.2).
- Moving to Positive (from Negative) associated with a significantly lower likelihood of lifetime smoking.
- Moving to Negative was associated with an increased likelihood of lifetime smoking.

Wells et al. (2018): 2-Years
Academic Self-Efficacy

- Staying in Positive profile associated with increase in Academic SE (*d* = 0.64).
- From Ambivalent to Negative (*d* = -0.87)
- From Mod Neg to Neg (*d* = -0.87)
- From Neg to Mod Neg (*d* = -0.44)

Wells et al. (2018): 2-Years
Emotional Self-Efficacy

- Staying in Positive profile associated with an increase in Emotional SE (*d* = 0.40).
- From Ambivalent to Positive (*d* = 0.60).
- From Mod Neg to Positive (*d* = 0.54)
- From Ambivalent to Negative (*d* = -0.85)
- From Neg to Mod Neg (*d* = -1.06)
- From Mod Neg to Negative (*d* = -0.45)

Wells et al. (2018): 2-Years
Social Self-Efficacy

- Staying in Positive profile associated with an increase in Social SE (*d* = 0.51).
- From Ambivalent to Positive (*d* = 0.51).
- From Mod Neg to Positive (*d* = 0.60).
- From Ambivalent to Negative (*d* = -0.89)
- From Mod Neg to Neg (*d* = -0.89)

Tejada-Gallardo et al. (2021)

Positive Psychology Intervention Study: Spain

- Participants consisted of 220 adolescents (*M* = 14.98; 47.3% female) from two Spanish high schools.
- Time attitudes and well being assessed
- Five profiles found: Negative, Present/Future Negative, Past Negative, Optimistic, Positive).
- Adolescents in intervention group were more likely to transition to the optimistic & positive profile and reported higher well-being.

Concluding Thoughts I

- No silver bullets or magic wands.
- Researchers need to work **with** students, teachers, principals, schools, parents, and society on academic, behavioral, social, and psychosocial interventions.
- Constructs need to be operationalized, validated, and **assessed** before being recommended for general use.
- Governments need to spend education dollars more wisely.

Concluding Thoughts 2

- "When the have nots gain but the haves gain even more"
  - Ceci & Papierno (2005)
- "Reducing the achievement gap" versus "Raising the achievement floor"
- What needs to change?
- When should we make strong claims about impact?
- Researchers need intellectual humility.

Avoiding Deficit Perspectives

- Students
  - Not focusing on negative stereotypes.
  - Looking for strengths to build on.
  - Starting from the assumption that every student we work with can learn and grow.
- Colleagues, Schools, and Society
  - Adopt the same non-deficit perspectives with regard to the system.
  - Too often focus on what is not right and ignore what is going well.

LET AMERICA BE AMERICA AGAIN

Langston Hughes (1936)

Let America be America again,
(America never was America to me.)
I am the poor White, fooled and pushed apart,
I am the Negro bearing slavery's scars.
I am the red man driven from the land,
I am the immigrant clutching the hope I seek—
And finding only the same old stupid plan
Of dog eat dog, of mighty crush the weak.

THE ROAD NOT TAKEN

Robert Frost (1916)

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;
….
Two roads diverged in a wood, and I—
I took the one less traveled by,
And that has made all the difference.

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American Psychological Association

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THANKS FOR YOUR ATTENTION.

QUESTIONS?