

Newsletter for Educational Psychologists (NEP)

SUMMER 2024 EDITION



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Doing Good

A Cautionary Note on Enacting Humanizing Research Goals

by President Dionne Cross Francis

First, let us revisit our goals from the start of the year, in which we endeavored to reimagine research using a humanizing lens. Doing so requires that we first ascribe human characteristics to those we work with—participants and communities—incorporating that they do not live in a vacuum; they are complex beings nested in families and communities and embedded in societies and social systems shaped by history. This complexity implies that they are not just one thing. Scholars have noted the proclivity of researchers to write from the perspective of pain and harm, projecting a narrow and often deficit image of communities (Fránquiz & Ortiz, 2018). The goal of centering pain, which is often well-intentioned, is to make visible the harm derived from the legacy of slavery, prolonged theft of land, and subjugation of communities. However, it behooves researchers to tell a complete story and also showcase the richness and complexity of participants' lives and not just present them as symbols of pain and brokenness. Thus, our work must provide a multidimensional perspective acknowledging that, although people and communities experience struggle and adversity, they also embody a collage of empowerment, resistance, brilliance, and joy. In this regard, I encourage us to consider two approaches to research involving underserved people and communities as a lens for examining research intent and underpinnings of our theories of change.



Dr. Dionne Cross Francis

Interrogating Damage-Centered Research

Damage-centered research defines research that focuses on the lives and experiences of oppressed and disenfranchised peoples that “only speak from that space in the margin that is a sign of deprivation, a wound, an unfulfilled longing. Only speak your pain” (hooks, 1990, p. 152). This approach to research focuses solely on documenting the pain or loss experienced by a person, community, or tribe. Although not always explicitly connected to deficit models or frameworks, damage-centered research emphasizes what a particular student, family, or community lacks or how they fail in more socially and historically situated ways. It centers exploitation and colonization as rationales for issues that plague oppressed communities, such as poverty, health, and educational inequities. On the surface, this would appear beneficial, but it often results in these people and communities being over-researched while still remaining invisible (Tuck, 2009). What lies beneath these good intentions is the pathologization such that oppression and brokenness singularly define the community. Therefore, it is important to be mindful that in calling out the root causes (i.e., marginalization, and systemic and cultural inequities) of harm and damage, we should not convey that this brokenness is inherent in the people or communities themselves (Tuck, 2009). We should try



to ensure that in our benevolent efforts not to harm, we do not “reinscribe a one-dimensional notion of [these people or communities] as depleted, ruined, and hopeless” (Tuck, 2009, p. 409).

Damage-centered research operates “from a theory of change^[1] that establishes harm or injury to achieve reparation” (Tuck, 2009, p. 413). In particular, making visible marginalized communities’ experiences of exploitation will result in social, cultural, or political gain in the forms of reversing or ultimately eradicating systems of oppression or merely just making things a little bit better. Examining our theory of change and the guiding principles underlying our research will unveil the ethical stance that positions our work. Theories of change guide decision-making including how we start and end a project and what unfolds within these two time-points; who our participants are and how they are positioned relative to the researcher and the research; as well as what evidence is valid and how the researcher portrays it to the public. Theories of change centered around brokenness and harm tend to produce damage-centered research (Tuck, 2009), which foregrounds failure, underachievement, and victimization, potentially at the expense of providing opportunities and solutions to addressing inequities. In attempts to increase awareness of the adverse effect of damage narratives around communities of color, Scott (1997) argued that they “made Black rights contingent on white sympathy and superiority rather than Black equality and citizenship” (p.189). We must ask ourselves, to what extent are our theories of change effective or reliable – do they work? are they working? If there are positive outcomes, do they outweigh the negative?

Moving Forward: Employing Desire-Centered Research

Desire-based frameworks focus on understanding complexity and self-determination within participants’ lived experiences (Tuck, 2009). They examine the current state of affairs by

[1] Theory of Change is essentially a comprehensive description and illustration of how and why a desired change is expected to happen in a particular context.

considering what is problematic and what is going well. They are concurrently focused on exploring the social realities of the lives of underserved people and communities while documenting stories of thriving, promise, and joy. This communicates stories in color, presenting a multidimensional perspective and a more complete story of marginalized communities as more than “broken and conquered” (Tuck, 2009, p. 416). This research approach is undergirded by an intention to disrupt predominantly held deficit ideas and conceptions about disenfranchised communities and show outcomes that reflect cohesion, wisdom, and brilliance. Reimagining people and communities of color from the perspective of strength and resilience provides clarity, relevance, and thoroughness to the research. It moves us away from providing a one-dimensional deficit view about marginalized people toward examining the vast and rich cultural capital that constitutes communities’ cultural wealth (Yosso, 2005).

Like damage-based research, desire-centered research is guided by a theory of change. Integral to this theory of change is the ability to guide analyses that can reveal the complexity and contradictions of human experience, provoke analyses that depathologize, and allow for unveiling the multidimensionality and depth of individuals’ lived experiences. Therein lies the researcher’s responsibility as we decide who participates in our research, design and pose the questions, decide what data count and how the data are gathered, and ultimately conduct the analyses and determine how they are presented to the public.

We should also consider the benefits of foregrounding caring to avoid harm and do good. Doing so involves extending beyond just “caring-about” (i.e., caring from afar); it necessitates being attentive in a unique way (Noddings, 2002). In the broad sense, taking a more participant-centered, values-based approach means centering wellbeing and considering whether the benefits outweigh the costs. Practically, this may involve adhering to the ethical guidelines defined by an institutional review board, while also considering participants’ values and culture (Oyinloye, 2024). For example, researchers might collaboratively determine the nature of consent and define data-gathering procedures in ways that honor participants’ values. Doing good in this



regard invokes a desire to care for participants and communities by integrating their values with institutional ethics in ways that foreground their wellbeing.

Therefore, to meaningfully enact *doing good*, we must continuously ask ourselves, “Can we protect the communities with whom we work?”, “How can we honor their voices?”, “How can we replenish what we have taken?”, “What will be the outcomes and effects of this research in and on these people and communities?”, “Are we sure that the benefits will outweigh the costs?”, and” What questions might we ask ourselves before we allow researcher entry?” (Tuck, 2009)

Over the year, we have endeavored to operationalize the theme: *Rehumanizing Educational Psychology in order to do Good*. In particular, the call for proposals for the 2024 Convention requested that submissions explicitly foreground the social-historical and cultural contexts for the research. In addition, the criteria for the Early Career Research Award required nominee letters to include a statement that described the role of participants and communities in their scholarship and/or how they had replenished participants and communities that have supported their scholarship. There are also two upcoming events and activities designed to extend the conversation. First, there is an upcoming special issue of the *Educational Psychologist* entitled *Race-Focused Research in Educational Psychology* scheduled for publication in 2025. Second, three of the invited papers for the special issue will be presented in a presidential-themed invited session at 2024 APA Convention entitled *Do no Harm: Centering Race and Race-focused Research in Educational Psychology*.

Francis Hesselbein wrote “Culture does not change because we desire to change it. Culture changes when the organization is transformed—the culture reflects the realities of people working together.” Humanizing research in educational psychology will require all our effort. Let us continue to grow together with open eyes, open minds, and open hearts.

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Join Division 15 at the 2024 APA Convention!

To Be Held August 8 - 10, 2024 in Seattle, WA



We are excited to announce Division 15's convention program for the 2024 APA Convention in Seattle, WA! Our Program Committee, led by Co-Chairs Mike Yough and Katherine Cheng, has developed a terrific schedule of events. We thank them for their extensive efforts!

Please find the program attached [here](#). We recommend checking in again immediately prior to the conference in case any last-minute changes are made. And, if you are interested in additional details on any session (including sessions beyond Division 15's scope), please visit the full APA program [here](#).

A few sessions of note that we encourage all members to attend:

- **Our Opening Social (Thursday, 6:30 - 8:30 PM):** We are excited to hold this event at the Seattle Aquarium! Food and beverages will be available for attendees. If you do plan to attend, please also consider completing [this brief survey](#) to be included in a game our Program Committee is planning.
- **The Division 15 Business Meeting (Saturday, 5:00 - 5:50 PM):** Here, we'll share important Division 15 updates, some trivia (with prizes!), and our vision for the year ahead. It's a great time and very informative for those who want to be more involved.
- **Past President Beverly Faircloth's Address (Saturday, 6:00 - 6:50 PM):** Don't miss this exciting speech from our Past President Beverly Faircloth, who officially ends a three-year term at this conference.
- **Our Closing Social (Saturday, 7:30 - 9:30 PM):** Help us close out the 2024 Convention in style with great food and conversation at Alder & Ash.

We hope to see many of you there! If you have any further questions, please contact Katherine Cheng (katcheng@arizona.edu) and Mike Yough (mike.yough@okstate.edu).

2024 Division 15 Awards

Come Support This Year's Presenting Recipients!



The Paul R. Pintrich Outstanding Dissertation Award: Sarah Shi Hui Wong & Ying Wang

Presenting Saturday, August 10th at 3:00 PM in the Seattle Convention Center, Room 610

The Paul R. Pintrich Division 15 Dissertation Award is given annually to reward exceptional work on a dissertation in the area of educational psychology, broadly defined. For the 2023 award cycle, our committee selected two recipients.

Award Chairs: Heather Haverback & Daniel Dinsmore

Richard E. Snow Award for Early Contributions: Carlton Fong

Presenting Saturday, August 10th at 3:00 PM in the Seattle Convention Center, Room 610

Given annually, this award is named to a scholar who has completed their doctoral work within the past ten years, has made significant research contributions to the field of educational psychology, and who is a member of Division 15 at the time of consideration.

Award Chair: Andrew Elliot



The Division 15 Career Achievement Award: Phil Winne

Presenting Saturday, August 10th at 1:00 PM in the Seattle Convention Center, Room 602

This award is the highest honor given by Division 15 and is reserved for senior scholars with substantial contributions to research in educational psychology (past recipients may be found here).

Award Chair: Clark Chinn

Executive Committee Meeting Minutes

Spring 2024 Exec. Committee Meeting | August 2023

Find full minutes [here](#).



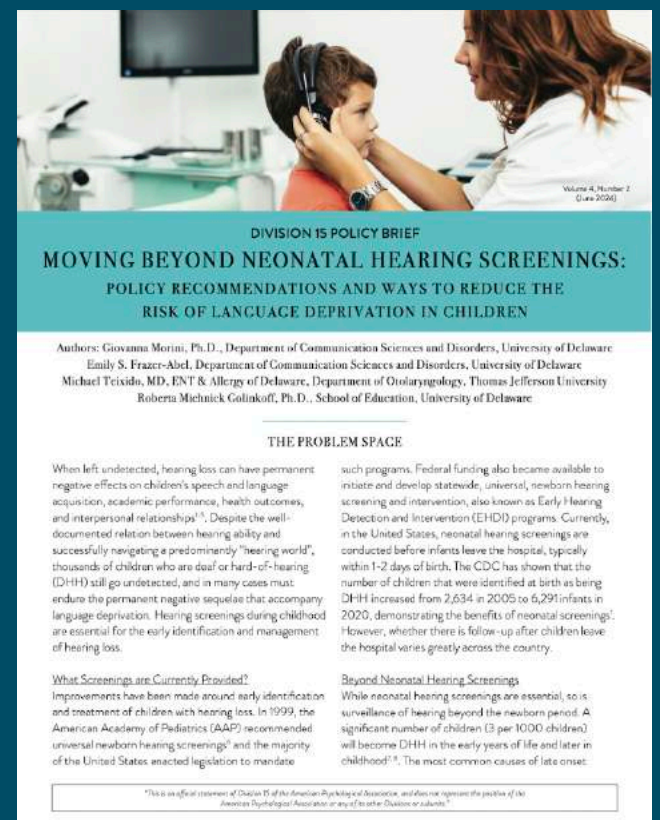
- Voted on fee increases:
 - Student fees will stay the same at \$15
 - APA member fees will increase from \$25 to \$30
 - Non-APA/professional affiliate members will increase from \$35 to \$40
- Discussed APA 2024 convention planning
- Presented a budget update. Voted on decisions related to the checking, short-term savings, and long-term savings accounts.
- Summarized the APA council meeting and resolutions
- Viewed committee reports and requests
- Shared final wording for E3P (new journal) contract negotiations

New Division 15 Policy Brief:

Moving Beyond Neonatal Hearing Screenings: Policy Recommendations and Ways to Reduce the Risk of Language Deprivation in Children

Written by Dr. Giovanna Morini, Emily S. Frazer-Abel, Dr. Michael Teixido, and Dr. Roberta Michnick Golinkoff

When left undetected, hearing loss can have permanent negative effects on children's speech and language acquisition, academic performance, health outcomes, and interpersonal relationships. Despite the well documented relation between hearing ability and successfully navigating a predominantly "hearing world", thousands of children who are deaf or hard-of-hearing still go undetected, and in many cases must endure the permanent negative sequelae that accompany language deprivation. Hearing screenings during childhood are essential for the early identification and management of hearing loss.



[***Click Here to Read***](#)

New Division 15 Practice Briefs:

Healthy Identity Development Includes Ethnicity & Race

Written by Allison Rae Ward-Seidel, M.A.T., M.Ed.

Discussing race and issues of social justice in school has become a challenge given political strife and controversy in the media. However, evidence points to the psychological and educational benefits for students of all ethnic-racial backgrounds when they develop ethnic-racial identity. Developing a healthy sense of identity includes honest discussions of ethnicity and race and related sociopolitical issues. This brief outlines the research about ethnic-racial identity development and provides practical suggestions for practice. Educators and leaders in K-12 schools as well as those in teacher preparation programs will benefit from these suggestions for embracing conversations about race, prioritizing skill-development, and supporting educators' own ethnic-racial identity development.

HEALTHY IDENTITY DEVELOPMENT INCLUDES ETHNICITY AND RACE

This brief is intended for educators, school leaders, and district decision-makers who work with adolescents and care about how to promote healthy identity development among students.
Author: Allison Rae Ward-Seidel, M.A.T., M.Ed.

EPA DIVISION 15
Practice Brief, Vol. 5, No. 3
(May 2024)

This brief addresses how Educational Psychology can support equitable learning experiences through positive identity development.

Policies that ban conversations about race in schools are harmful to students and educators.¹⁻³ Students of color (e.g., Black, Latine, Native American, and Asian American people who have been historically marginalized) are ostracized when schools neglect race and equity. Students with racial privilege (i.e., White students) also lose out on critical identity development, which includes understanding their race, ethnicity, and culture.⁴ Furthermore, ethnic-racial identity has been recognized as a meaningful component of identity development with implications for wellbeing and positive mental, social, and academic outcomes.⁵ Thus, conversations about race and identity ought to be encouraged rather than avoided. This brief offers practical ways to approach identity development in school and ways for educators to support critical discussions in classrooms.



KEY DEFINITIONS & FINDINGS

- Race** is a socially defined concept used to designate a portion, or subdivision, of the human population with common physical characteristics or ancestry.
- Racism** is a form of prejudice that assumes that the members of racial categories have distinctive characteristics and that these differences result in some racial groups being inferior or superior to others. Racism leads to interpersonal, institutional, and systemic disparities in opportunities.
- Ethnic-Racial Identity** is awareness of one's ethnic cultural heritage alongside the understanding of ways in which socially constructed race categories unfairly advantage or disadvantage one's assigned racial group. Though race and ethnicity are different, they are intertwined in one's identity.⁶
- Racial Privilege** is a built-in advantage, separate from one's level of income or effort.⁷ White people have greater access to power and resources than people of color in the same situation. Privilege applies to any social identity (e.g., gender, religion), not just race.
- Race Evasiveness** is believing race does not matter; avoidance of discussing or acknowledging race, which reinforces erasure of people of color's experience.⁸
- White Fragility or White Defensiveness** is a response among White people during conversations about race, racism, or privilege, e.g., assuming personal accusation when a fact of racism is mentioned.^{9,10}

Developing ethnic-racial identity promotes:

- Healthy identity development and wellbeing.¹¹
- Positive mental health (e.g., lower depressive symptoms).¹²
- Academic achievement.¹³
- Critical consciousness.¹⁴
- Social justice action.^{15,16}
- Overall wellbeing (e.g., positive social functioning, self-esteem, prosocial skills).¹⁷

One promising practice to deconstruct racialized norms is to promote ethnic-racial identity development among all people. Research on ethnic-racial identity has become prevalent in recent decades.¹⁸ Research suggests that:

- Ethnic-racial identity development has been associated with positive student-teacher relationships,¹⁹ sense of belonging,²⁰ agency,²¹ institutional trust/fairness,²² and race-consciousness.²³
- School environments where culture, ethnicity, and race are discussed, explored, and celebrated²⁴ enable students to be clear about their ethnic-racial identity and position/responsibility in society.²⁵
- Furthermore, for White students in particular, the extent to which they understand the centrality of race in people's lived experiences impacts how they interact with people of color.²⁷

[Click Here to Read](#)

Centering Black Adolescent Girls' Voices: Strategies to Prevent Disproportionate Discipline

Written by Dr. Aisha N. Griffith, Jean K. Sack, Justyce Harris, So Jung Lee, & Bradley Crimmins

Positive youth-adult relationships are critical in schools, yet staff commonly interact negatively with Black girls in ways that promote disproportionate discipline. Informed by a project centering the voices of Black adolescent girls, this 2-part series of briefs discusses what girls experience day-to-day with school adults in their own words and provides research-informed suggestions to positively transform these relationships. Part 1 zooms in on the role of adults working directly with Black girls in secondary schools. Part 2 underscores how educational leaders of secondary schools and districts are critical in establishing structures that support equitable learning experiences and foster positive youth-adult interactions for Black adolescent girls. Together the briefs point to how school adults interact in ways that can ultimately support or hinder Black girls' positive identity development during adolescence.

CENTERING BLACK ADOLESCENT GIRLS' VOICES: STRATEGIES TO PREVENT DISPROPORTIONATE DISCIPLINE (PART I)

Suggested Audience: For adults in middle and high schools
Brief Authors: Dr. Aisha N. Griffith, Jean K. Sack, So Jung Lee, Bradley Crimmins, & Justyce Harris

EPA DIVISION 15
Practice Brief, Vol. 5, No. 1
(March 2024)

This brief addresses how Educational Psychology can support equitable learning experiences through positive identity development.

KEY FACTS AND STATISTICS

In 2017-2018, compared to White girls, Black girls were:

- 2.17x** more likely to be restrained
- 3.66x** more likely to be arrested at school
- 3.99x** more likely to be expelled
- 4.19x** more likely to be suspended from school
- 5.34x** more likely to be transferred to another school for disciplinary reasons¹

Teachers disproportionately discipline Black girls for subjective behaviors like perceived defiance or disrespect rather than objective violations (e.g., fighting, weapons, vandalism).^{1,2} These punitive disciplinary measures increase during middle school, marking the beginning of adolescence.³ Day-to-day interactions influence equitable learning experiences. Informed by a project ([link to project here](#)) that centers the voices of Black adolescent girls, quotes from Black middle and high school girls from 50 studies are presented and asset-based recommendations are provided.



There's no White kids getting in trouble in the class and only the Black kids, but they could be doing the same thing. (9th grade)⁴

And if you're Black AND a girl, the dress code is different for you too... even though our bodies are not all the same... right? ... it still feels like a dress code for Black girl bodies. (8th grade)⁵

I notice teachers memorize White people's names more than Black people's names. [My teacher] called me [another Black girl's name] today, which is not my name. But he knows the White girl in front of me's name. (9th grade)⁶

BLACK ADOLESCENT GIRLS FACE SEVERE CONSEQUENCES AND UNFAIR TREATMENT FROM ADULTS AT SCHOOL BASED ON RACE AND GENDER, SUCH AS:

- Inequitably applying dress code policies
- Punishing Black girls for offenses that are minor, ambiguous, and linked to notions of what are deemed as societal norms for femininity like not being "tudy like," using the wrong "tone," and not being deferential.^{7,8,9}
- Viewing Black girls who are assertive or passionate as being combative and worthy of punishment.^{10,11}
- Withholding quality instruction unless girls engage in behaviors deemed as "agreeable" like good posture and being what one girl called "preppy"

BLACK ADOLESCENT GIRLS REPORT POSITIVE EXPERIENCES WITH ADULTS AT SCHOOL WHO EFFECTIVELY FULFILL THEIR ROLE, SUCH AS:

- Explaining content clearly and showing they believe in them with high expectations
- Establishing a warm atmosphere and approach
- Incorporating readings and topics that include Black women and girls
- Devoting their time and energy through tutoring or helping with other classes
- Being attuned to their needs and challenges, including checking in on them

Positive interactions with school adults can improve Black adolescent girls' affective experiences in school, facilitate motivation, and buffer the impact of racial discrimination from others on achievement.¹²

[Click Here to Read](#)

Call for Applications: Co-Editor of *Newsletter for Educational Psychologists*

Apply by November 15, 2024

Division 15 seeks applicants for NEP's Co-Editor (to join Editor Courtney Hattan in 2025, and to then assume the full Editor role for the two following years).

NEP is published 2-3 times per year, dependent on content volume. It contains Division 15's most important announcements, original content, and updates from leaders. NEP's issues are [permanently archived](#) and provide a historical lens through which future generations of scholars can understand the challenges and opportunities faced by educational psychologists today.

The selected Co-Editor should be a scholar past successful defense of their dissertation, but otherwise may occupy any career level (early career through retiree). It is estimated that each issue will require approximately 5-10 hours of commitment—again, with publication 2-3 times per year.

To apply, please send a CV and brief statement of interest (no more than one paragraph) to Wade George at wade.george@apadiv15.org by no later than midnight PST on November 15, 2024.

Calling All Students for Our “Student Corner” of NEP!

Now Accepting Proposals for Short, Original Pieces



The NEP Student Corner features current students of educational psychology. NEP is for all members of Division 15, and we hope to capture student reflections, experiences, or interviews in this recurring feature written by one or more students in the field. As we work within and outside of Division 15 to expand psychological knowledge and theory connected with education, the experiences of our Division 15 graduate students will continue to change as well. How is the student experience in becoming a member of this community different than it was for your professors or mentors? What experiences have particularly shaped your understanding of educational psychological knowledge and theory? What do you think the field should know?

We invite current student members of Division 15 to submit a 100-word proposal through [this link](#).

Proposals chosen for future NEP publication will be contacted for a 600 to 800 word length feature article in the upcoming year.

