

## Retention and Recruitment of Immigrant and Indigenous Graduate Students in School Psychology

Annual Meeting Trainers of School Psychologists  
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### Agenda

- Supporting Immigrant students
- Supporting Indigenous students
- Cross-cultural navigation
- Mentorship
- Recommendations/resources
- Discussion/Questions

### Learning objectives

1. Participants will be exposed to effective examples and critical issues in recruitment and retention of Indigenous and Immigrant students in school psychology
2. Participants will learn about practices that lead to culturally relevant school psychology training for Indigenous and Immigrant students.
3. Participants will gain exposure to a variety of resources to support their own work with Indigenous and Immigrant students.

### Influence in Recruitment/Training of Immigrant Students

- *Minorities have historically been under-represented in in mental health professions.*
  - International students are more likely to enter in STEM fields (42.8%) than in Education (1.9%) or Social Sciences (7.8%) (Institute of International Education, 2016)
    - 75% come from Asia
  - Immigrants to the U.S. are *twice as likely* to start a business than non-immigrants, and 18% of small business owners are immigrants (U.S. Small Business Administration, 2011).
  - Growing concern about potential deportation due to political climate and increasing anti-immigrant sentiment (e.g., racism, immigration status)
  - Minority School Psychology faculty representation low (11.8-15%; Blake et al., 2016; Thomas, 1998)

### Influence in Recruitment/Training

- *Minorities have historically been under-represented in in mental health professions.*
  - Immigrants tend to reside in urban cities that are low SES, and sometimes poor school climate.
    - Geographical location (e.g. highest number of foreign-born in CA, NY, TX, FL, IL; US Census, 2014)
  - Students who wish to earn a degree may continue to work to support family (e.g., locality)
  - Immigrants experience acculturation in order to navigate their current cultural and academic environment. Parent-child relation and generational differences.
  - Graduation rates are slowly increasing among minority groups, Hispanic (48.6%) but still lag behind White-American (61.5%) college students (US DOE, 2011).

### Changes in demographics

- **Foreign born:** Anyone who is not a native citizen at birth (i.e., *first generation*, 13.3% of U.S.; ACS 2014)
  - Naturalized U.S. citizens
  - Legal permanent residents
  - Temporary migrants
  - Undocumented migrants
- **Native born:** Anyone who is a U.S. citizen at birth
  - Born in the U.S or Puerto Rico, a U.S. island nation (e.g. Guam)
  - **Second generation:** U.S. native (born in the U.S. or territories) with at least 1 foreign-born parent.
  - **Third-and higher-generation:** U.S. native (born in the U.S. or territories) with both parents native-born.
- **One in four (25%) children under 18 in families have at least one immigrant parent (U.S. Census, 2010).**

### Race/Ethnicity of School Psychologists (2005 and 2015)

Race/Ethnicity	2005*	2015**	% growth
Caucasian	92.6%	87%	-5.6%
Minority	7.4%	13%	+5.6%
Black/Afr. American	1.9%	5%	+3.1%
Asian	0.9%	2%	+1.1%
Hispanic	3.0%	6%	+3.0%
Native American	0.8%	N/A	
Other	0.8%	N/A	

\*Curtis, Lopez, Batsche, & Smith (2010)  
 \*\*Walcott, Charvat, McNamara, & Hyson (2015)

### Student Enrollment in School Psychology programs (2014-2015)

Students	Specialist (n= 152 programs)			Doctoral (n=73 programs)		
	N	Mean	%	N	Mean	%
Total	4,575	30.1		2,178	29.6	
Males	653	4.3	14.3%	365	5.0	16.9%
Minority	1,176	7.7	25.7%	518	7.1	24.0%

Gadke, Valley-Grey, & Rossen (2016)

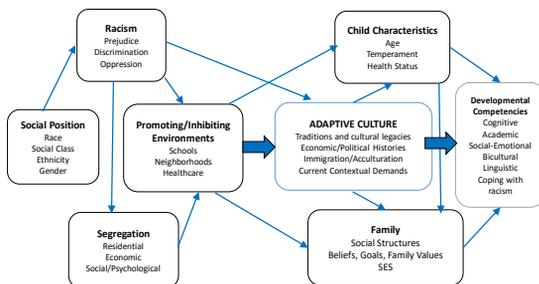
### Cross-cultural navigation and Graduate socialization

- Faculty tend to seek graduate/doctoral students who complement department cultures and those unable to finish are perceived to lack ability or "fit" (Espino, 2014).
- Graduate student attrition or non-completers is often rooted in a deficit perspective, rather than consideration of potential structural, cultural or psychological barriers.
- Successful doctoral student socialization is directly related to how students perceive faculty encouragement as they engage in scholarly activities (Espino, 2014).
- Academic persistence (Chun et al., 2016) is based on:
  - Establishing networks within departments or campuses,
  - Strong relationships with advisors and mentors, and
  - High academic self-efficacy, which leads to successful navigation of institutional structures and demystifying graduate school.

### Ecological understanding of academic persistence

- Garcia-Coll et al. (1996) model of integrative framework of development in minority children
  - Developmental outcomes such as academic/cognitive skills must be understood in terms of contexts such as poverty, location (or social stratification). These individuals form an "adaptive culture"
  - This adaptive culture is the product of the family and child's collective history and current contextual demands posed by the promoting and inhibiting environments.
  - Responses largely reflect culturally defined coping mechanisms to the demands placed by these environments.
  - Development of social networks to deal with demands of child-care and employment.

### Garcia-Coll et al. (1996) model of integrative framework of development in minorities



### Ecological understanding of academic persistence

#### Yosso's (2005) Community Cultural Wealth as Critical Race Theory

- How immigrants activate cultural capital in order to access graduate school
- Consist of cultural skills, knowledge, abilities, and contacts gained and utilized by socially marginalized groups "to survive and resist macro and micro forms of oppression"
- These capitals support students' self-efficacy, motivation, and persistence in graduate school

### Community Cultural Wealth (Yosso, 2005)

- *Focus on asset-based models can help re-conceptualize how students navigate educational pathways*
- Categories of capital
  - Aspirational
    - *How are we supporting the maintenance and growth of students' aspirations?*
    - *What assumptions do we have about our students' aspirations?*
  - Linguistic
    - *How are we supporting the language and communication strengths of our students?*
    - *To what degree do courses utilize inclusive pedagogical practices?*

### Community Cultural Wealth (Yosso, 2005)

- *Focus on asset-based models can help re-conceptualize how students navigate educational pathways*
- Categories of capital
  - Navigational
    - *How do we help students navigate our institutions? Interactions with teachers/faculty? Interactions with student-support staff? Their peers?*
    - *How willing are we to acknowledge that our institutions, both their structures and cultures, have a history of, and may still in many ways be unsupportive and/or hostile to our students and their communities?*

### Community Cultural Wealth (Yosso, 2005)

- Categories of capital
  - Social
    - *How do we help students stay connected to the communities, peers, and individuals that are instrumental to educational success?*
  - Resistant
    - *"Developed through awareness and agency against forms of oppression and 'willingness to challenge and transform inequalities' and prove others wrong"*
    - *How do we support students who are committed to engaging in and serving their home communities (however they define these)?*
    - *What opportunities do we provide students in and outside of the classroom to prepare them for participation in a diverse democracy?*

### Training and Coursework

- Diversity course and/or integration or infusion in courses (Newell et al., 2010).
  - Separate course model
  - Interdisciplinary model
  - Area of concentration model
  - Integration model
- Department and college-wide support for diversity initiatives such as improving climate, targeting recruitment and retention, and supporting organizations with multicultural foci (Rogers, 1998).
- Practicum and internships (e.g., out-of-state if feasible) in multiple settings

### Florida International University

- The School of Education and Human Development exists in an urban, multicultural setting and has a three-part mission:
  1. To prepare professionals who have the abilities and dispositions to facilitate and enhance learning and development within diverse settings.
  2. To promote and facilitate the discovery and dissemination of knowledge related to learning, teaching and development.
  3. To develop professional partnerships to promote meaningful educational, social, economic and political change.
- Program Mission:
  - *The mission of the FIU School Psychology Program is to prepare school psychologists to deliver sound school psychological services within an urban multicultural setting for the purpose of promoting the educational and psychological development of children and youth. Its aim is to produce graduates who are sensitive to individual, cultural, and linguistic differences and who value and protect the interests and welfare of those they serve.*

### Example Discussion Topics

- Topics relating to outreach to historically marginalized communities requires an understanding of issues relating to barriers, while connecting the key stakeholders in these networks.
  1. At a practicum site, families and children may be reluctant to pursue mental health services due to stigma (e.g., access).
  2. How do children with limited English proficiency or of minority backgrounds gain access to gifted programming?
  3. Evaluating culturally adapted interventions for various cultures to determine effectiveness (e.g., persistence/retention).

## Incorporating multicultural and social justice initiatives

1. How "social justice" and "multiculturalism" are defined in the program, coursework and fieldwork experiences
  - Involves being change agents
  - Focus on community, advocacy, equity, and cultural awareness
2. Awareness of social, political, economic and cultural factors that influence individuals, institutions, and systems.
3. Courses related to [action research](#) or incorporating [service learning](#) along with students across disciplines (e.g., special education, urban education, counseling, reading education).
4. Think about the ways that race, gender, sexual orientation, ethnicity, and other characteristics help to expand the types of research questions that are asked and the approaches used for answering them.

## Cross-cultural mentoring

- Faculty mentors understand distinct cultural differences of the mentee's home community and that of academia.
- Recognize how mentees are resilient as well as any challenges and barriers.
- Recognize that immigrants are also diverse and maintain a dualist perspective, seeing the mentee as an individual and as part of a larger context
- Recognize whether mentee's experience racial discrimination and micro-aggressions.
- Recognize mentee's personal and professional goals (e.g., students may return to country of origin).
- Providing multiple mentors (e.g., faculty, peer, field-based supervisor, NASP mentorship program)

## Access and Recruitment considerations

1. The road to college and graduate student graduation starts from elementary and secondary education.
2. Faculty being involved in dual enrollment programs
3. Part-time enrollment for working professionals (e.g., selected online or evening courses)
4. Financial packages and reimbursements for travel (e.g., training/initial teacher preparation grants)
5. Student presence and active recruitment – connection with other programs in minority serving institutions.
6. Social media
  - [ABC's of School Psychology](#)

## Retention and Persistence considerations

1. Schools should conduct academic access and persistence studies that incorporate student feedback and contextualize this knowledge within campus/department environments, instead of comparing with other institutions.
2. Diverse School Psychology faculty mentors is important, but should not be the sole answer.
3. Students may have household responsibilities on top of school and professional responsibilities (e.g., part-time options)
4. Student/peer mentorship and involvement in groups, organization and student-initiated activities (e.g., International student and scholars)
5. Perceptions of the role should change over time in the program from traditional school psychology services to advocacy and as change agents.

## Resources

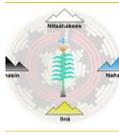
- APA – *Psychology of Immigration 101*
  - <http://www.apa.org/topics/immigration/immigration-psychology.aspx>
- Institute of Higher Ed Policy - *Opening the Door to the American Dream: Increasing Higher Education Access and Success for Immigrants*
  - <http://www.ihep.org/sites/default/files/uploads/docs/pubs/openingthedoormapdf>
- U.S. Department of Education – *Resource Guide for Supporting Undocumented Youth*
  - Rights of undocumented students
  - Information on non-citizen access to federal financial aid
  - Listing of private scholarships for eligible immigrant youth
  - Information on federally-funded adult education programs
  - Guidance for migrant students in accessing education records for DACA.
  - <https://www2.ed.gov/about/overview/focus/supporting-undocumented-youth.pdf>
- NYT Article "The Only Way We Can Fight Back is to Excel"
  - [https://www.nytimes.com/2017/01/25/magazine/the-only-way-we-can-fight-back-is-to-excel.html?\\_r=1](https://www.nytimes.com/2017/01/25/magazine/the-only-way-we-can-fight-back-is-to-excel.html?_r=1)

## Recruitment and Retention of Indigenous Students

Carol Robinson-Zañartu  
San Diego State University

### Recruitment and Retention

- Culturally Responsive School Psychology as Context
  - Does my program know and intend to make a difference with this issue for this population?
  - Do we have support systems in place?
  - Are we prepared to offer relationships?
  - Do any of our methods, materials and processes reflect Indigenous understandings?
  - Are we willing to question conventional SP assumptions?
  - Listen to Indigenous voices and perspectives?



### Need for Cultural Competence in Schools from K-12 through University

- 1991 "Native students have the highest dropout rate in the nation (Indian Nations At Risk, 1991).
- 2013 ... "on average, graduation rates for American Indians and Alaska Natives (46.6%) were significantly lower than the graduation rates for all other racial/ethnic groups (Faircloth & Tippiconic, 2013).
- Native youth still over-identified with special education needs
- Teachers know less about working School support personnel woefully under-prepared to work with Native youth and communities



### Recruitment and Retention

- Commitment to Making a Difference in Indigenous Communities



Ask what issues concern the communities – make them partners

### Recruitment and Retention

- Relationships, Mentors, Models



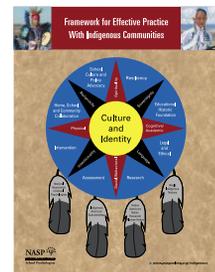
### Recruitment and Retention

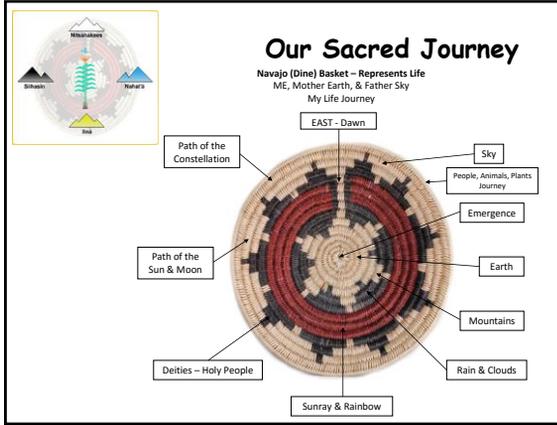
- Trust and Building a Sense of Community



### Cross-Cultural Navigation for Indigenous Students

- Acculturation
- History and Colonization
- Cultural assets
- Understanding Indigenous issues and worldview
- Navigating home/grad school cultures





Diné (Navajo) school psychologist Alyssa Ashley now uses Indigenous worldview and perspective to design interventions

MY ONGOING JOURNEY AS A DINÉ FEMALE IN THE FIELD OF SCHOOL PSYCHOLOGY

**Resilience, Identity, and Academic Interventions**

Improvements in

- Writing Fluency
- Behavior
- Academic Engagement
- Pride in Cultural Identity

Words Written Per 15 Minutes

Date	Words Written
6-Oct	12
13-Oct	22
20-Oct	27
3-Nov	33
1-Dec	42

Words Written Per 3 Minutes

Date	Words Written
Oct 20, 2014	10
Oct 27, 2014	55
Dec 1, 2014	45
Feb 23, 2015	55
Mar 16, 2015	55
Mar 23, 2015	55
Mar 30, 2015	55
Apr 6, 2015	55
May 4, 2015	55

**Incorporating Cultural Competence with Indigenous Students**

- Encouraging Indigenous Voice
  - Read and value Indigenous authors
  - Hear from Indigenous community leaders and parents ("parenting community" may include aunties and extended family)
  - Understand history of "silent" population. Create opportunity, discuss different expectations of role of learner.
  - Usually you would never call out or individually point out one student

**Incorporating Cultural Competence with Indigenous Students**

- Incorporate Indigenous issues and key concepts
  - Relational and systemic view of education
  - Intersection with language and culture
  - Colonization and decolonization
  - Worldview
  - Historical trauma and educational aftermath (relationship to resilience)
  - Know your local community, it's history, concerns, and assets

**Suggested Resources for Understanding and Working With Indigenous Youth and Communities**

**General**

Cajete, G. (1994). *Look to the mountain: An ecology of indigenous education*. Skyland, N.C.: Kivaki Press.

Center for Native American Youth (2016). *Drawing Strength from our cultures: State of Native Youth report*. Washington, DC: Aspen Institute.

Cleary, I. & Peacock, T. D. (1998). *Collected Wisdom: American Indian Education*. Needham Heights, MA: Allyn & Bacon.

Duran, E. & Duran, B. ( ). *Native American post colonial psychology*.

Klug, B.J. and Whitfield, PT. (2003). *Widening the Circle: Culturally Relevant Pedagogy for American Indian Children*. RoutledgeFalmer: New York.

Reyhner, Gilbert & Lockard (2011). *Honoring our Heritage: Culturally Appropriate Approaches for Teaching Indigenous Students*. Flagstaff, AZ, Northern Arizona University.

Robinson-Zalartu, C., Butler-Byrd, N., Cook-Morales, V. J., Daughinis, P., Charley, E., & Bonner, M. (2011). School Psychologists Working with Native American Youth: Training, Competence, and Needs. *Contemporary School Psychology*, 15, 105-116. DOI: 10.1007/s103400967

UNESCO (2009). *Learning and knowing in Indigenous societies today*. P. Bates, M. Chilba, S. Kube & D. Nakashima (EDS). Paris.

**History and Education**

Native Nations and American Schools: The History of Natives in the American Education System. (NIEA). Access at: [http://www.niea.org/fileadmin/user\\_upload/index.html#p=1](http://www.niea.org/fileadmin/user_upload/index.html#p=1)

