

Research Power Hour

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Dr. Kamilah Legette

Assistant Professor

University of Denver, Psychology Department

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Kamilah Legette, Ph.D. is an assistant professor at the University of Denver Psychology Department. Her interdisciplinary research investigates individual and institutional racial biases in teachers and schools and their impact on Black youth academic performance and social-emotional and identity development as well as the implications of these biases on teachers' curricular placement and discipline decisions. Dr. Griffin's research aims to inform effective interventions, school policy changes, and teacher preparation programs to optimize healthy development in racially minoritized youth. Dr. Griffin also holds a Master's degree in Counselor Education from UNC-Charlotte (2011) and a B.A. in Psychology from Spelman College (2006). Dr. Legette is also a 2019-2021 AERA-SRCD Middle Childhood Fellow.

Presentation Details

Title: The Emotion Teachers Feel: Implications for Students' Discipline and Racial Inequities

As early as preschool, Black students are more likely to be suspended and expelled compared to their White peers (Skiba et al., 2011; Skiba et al., 2002) and teachers are two to three times more likely to use ODRs with Black students compared to White students (Anyon et al., 2014; Bradshaw et al., 2010). Recent evidence suggests that teachers' emotions might be a mechanism creating racial disparities in discipline (Legette, 2021). Specifically, teachers report feeling almost twice as much anger for a Black student, compared to a White student, for the same behavior, and this anger leads to exclusionary discipline practices. Not only can this racialized anger create discipline disparities, but because emotions are contagious, teachers' anger can also impact the student-teacher relationship, classroom engagement, and students' social and emotional development.

**Dr. Charity Brown Griffin***Assistant Professor**Winston-Salem State University, Department of Psychological Sciences*

Dr. Charity Brown Griffin is an Assistant Professor in the Department of Psychological Sciences at Winston-Salem State University. She earned a B.A. in Psychology from the University of North Carolina, Chapel Hill and a M.A. and Ph.D. in School Psychology from the University of South Carolina. Dr. Griffin has served children and families through her practice as a Nationally Certified School Psychologist and Licensed Psychologist. Her research program seeks to elucidate how Black youths' experiences with race-related processes in schools and

communities influence educational and psychological outcomes. Her research on topics, including racial identity, racial socialization, and school racial climate, has been published in popular media outlets such as *Successful Black Parenting Magazine* and *PBS Kids*, and peer-reviewed journals such as *Psychology in the Schools*, *Journal of Black Psychology*, *Journal of Child and Family Studies*, *Journal of Applied School Psychology*, and others. Dr. Griffin has received numerous awards for her work and is currently funded by the National Science Foundation.

Presentation Details

Title: Black Youths' Race-Related School Experiences and the Utility of Centering Student Voice for Disrupting Structural Inequities

Abstract: Black youth have unique school experiences as they are required to navigate inequity resulting from interpersonal and systemic racism. As a result, Black youth voice is not traditionally centered in understanding school climate and culture, critical factors that impact the ways students successfully achieve learning outcomes. This presentation will review research examining associations between school racial climate and schooling outcomes among Black adolescents. This presentation will also highlight research applying an equity-elaborated lens to examine how Black students cope with race-related stress and use racial identity to support their learning and engagement in school. Finally, this presentation will discuss the utility of youth-led participatory action research (YPAR) as an empirically validated means of disrupting structural inequities and centering Black students as the experts regarding their school experiences.