

Narrative Insight into Risk, Vulnerability and Resilience Among Older Homeless African American Women

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This paper highlights narrative method as a tool for gaining insight into the risk, vulnerability and resilience of older homeless African American women. The authors incorporated narrative method into the Telling My Story (TMS) Project, a subproject of a broader research effort designed to identify ways older homeless African American women can leave – and stay out of – homelessness. TMS sought to explore the usefulness of narrative for structuring meaningful assessment of the issues eight older African American women experienced in their struggle to leave homelessness. The authors identify sources of risk and resilience the women discuss within their narratives, and they consider how advocacy can incorporate narrative assessment for helping older African American women resolve the issues that sustain their homelessness.

The Arts in Psychotherapy, 39, 471– 478, 2012

Detroit Healthy Youth Initiative: Creating Successful School-University Partnerships

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In this retrospective, university faculty and staff, a school district administrator, and elementary and high school physical education teachers trace the history and identify key features of a ten year partnership. Beginning in 2001 and first funded by the U.S. Department of Education in 2002, the partnership developed and expanded a program aimed at increasing the physical activity of youth in Detroit, as well as developing their sense of healthy eating. Lessons learned from this partnership

included the importance of timing, building collaborative relationships, expanding the scope and focus of the project over time, and seeking and obtaining external funding.

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and Dance, 83(9), 28-31, 2012*

A Basic Needs Theory Investigation of Adolescents' Physical Self-Concept and Global Self-Esteem

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This investigation tested a Basic Needs Theory (BNT) model of physical self-concept with urban adolescents participating in high school physical education (PE). Direct relationships among autonomy support in PE, overall need satisfaction in PE, physical self-concept, and global self-esteem were tested in the model. The mediating roles of overall need satisfaction and physical self-concept were also tested. High school students completed questionnaires pertaining to autonomy support, need satisfaction, physical self-concept, and global self-esteem. Results from structural equation modeling revealed a good fit of the data to the hypothesized model. In the structural model all direct associations were significant and overall need satisfaction fully mediated the relationships between autonomy support and physical self-concept and autonomy support and global self-esteem. Physical self-concept was a partial mediator in the relationship between overall need satisfaction and global self-esteem. The overall model accounted for 37% of the variance in urban adolescents' global self-esteem. BNT appears to be a solid framework to investigate domain-specific self-concepts of urban adolescents engaging in the physical education.

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Psychology, 10(4), 314-328*

“The Feeling’s Mutual”: Student Participation in Leadership as a Cooperative Effort

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College preparation programs are unique in that they work with high school-aged students in a college or university setting. Typically, college administrators provide the program leadership. However, because the students play a large role in the success of such programs, this research reported here is a grounded theory study of leadership among urban youth.

It reports the perspective of students in a college preparation program by examining how they participated in leadership. Data were collected from semi-structured interviews, focus groups, and field observations of 20 incoming college freshmen. Students conceptualized their participation in the program's leadership practice as a process of purpose-driven cooperative reciprocity. Analysis of the findings suggested that all members of educational organizations make contributions to their organizations' total leadership capacity. The study concludes by encouraging further empirical work that explores leadership contributions by followers in urban educational organizations.

The Review of Higher Education, 36(4), 435-462.

Collegial Support and Novice Teachers' Perceptions of Working Conditions

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Using survey data gathered from novice teachers at the elementary and middle school level across 11 districts, this study examined variation in perceptions of working conditions related to workload and access to resources and further identified the association between these perceptions and the quality of support the novices received from their formal mentors and other colleagues. The findings from this study indicate that the quality of mentor support is positively associated with novice teachers' ability to manage their assigned workload, while the quality of support from other colleagues is positively associated with novices' ability to meet the requirements of their administrative tasks. Novices' perceptions of the administrative climate varied little over the course of one school year, and there were only slight variations in novices' perceptions based on years of experience and level taught. Novices did vary significantly from their veteran colleagues in their perceptions of working conditions. The findings from this study have implications for understanding the role that formal and informal teacher support has in mediating the expectations and demands of novice teachers' work, which can then help guide improvements in novice teacher induction and working conditions.

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The Effects of Story Performance on Fifth-Grade Students' Comprehension of Narrative Texts

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The purpose of this study was to determine the impact of an adult's storytelling and reading aloud on fifth grade students' comprehension of narrative texts; a part of a larger study to determine the impact of the treatments on fourth and fifth grade students' comprehension and oral reading fluency of both

narrative and expository texts. Twenty-eight stories were either told or read to the students over a seven-week period and their reading comprehension tested at the end of the treatment period. Parametric and non-parametric statistical analyses were performed on the data. Results indicate that both telling and reading stories aloud significantly impacted fifth grade students' comprehension of narrative texts.

*Storytelling, Self, Society: An Interdisciplinary Journal of
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Advancing Equity and Achievement in America's Diverse Schools: Inclusive Theories, Policies, and Practices

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This edited volume illustrates how educators, students, families and community partners can work in strategic ways to build on social, cultural, and ethnic diversity to advance educational equity and achievement. By drawing on the latest data on demographic change, constructions of culture and cultural difference, and the politics of school reform in urban, rural, and suburban school communities, this volume looks toward solutions and strategies for meaningful educational improvement. Contributors consider both the diversity of youth and families served in public schools, and the culture of U.S. schooling, highlighting the influence of policy and reform agendas; students' identities and agency; experiences and approaches of diverse educators; and the workings of effective school partnerships. Chapters also focus on those often overlooked in educational scholarship such as Native Americans, students experiencing poverty and/or homelessness, Muslim students, students with special needs, and students and educators who are lesbian, gay, bisexual, transgender, intersex, or queer. In all, this edited collection stresses the need for high quality education that is inclusive, culturally responsive and unifying so all students can experience academic success. This book is a meaningful resource for educators, policymakers, and community-based leaders interested in doing such transformative work.

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What Schools Can Do to Increase Racial Acceptance?

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Although several articles of progress exist that indicate various levels of improvement in race relations in America—perhaps the most notable being

the election of the country's first African American president--racism is far from over. News reports have highlighted the resurfacing of hate groups, and some even suggest that the political dissension that exists on Capitol Hill is directly correlated to the color of the President's skin. This article looks at schools as one possible source of this problem and as a possible place for solutions. It includes a study done in three public schools in southeast Michigan that evaluated acceptance levels of African American teachers and White teachers of one another. The study showed that in their most personal and intimate actions or dating, sharing confidences and sexual relations, neither group is accepting of each other. The article also gives some suggested approaches to improve relations between African American and White teachers.

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The Acute Effects of Yoga on Executive Function

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Yoga exercise has increased in popularity, but research focusing on the relationship between yoga exercise and cognition remains limited. This study examined the effects of an acute yoga exercise session, relative to aerobic exercise, on cognitive performance. A repeated measures design was employed. Thirty female college-aged participants (Mean age = 20.07, SD = 1.95) completed three counterbalanced testing sessions: a yoga exercise session, an aerobic exercise session, and a baseline assessment. The flanker and n-back tasks were used to measure cognitive performance. Cognitive performance following the yoga exercise was significantly superior (ie, shorter reaction times, increased accuracy) compared to the aerobic and baseline conditions for both inhibition and working memory tasks. The aerobic and baseline performance was not significantly different, in contrast to some previous findings. These findings imply a need to explore the effects of other nontraditional exercise modes such as yoga on cognition, as well as the importance of the time lapse between exercise and the initiation of cognitive assessments on improving task performance.

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Measurable and Continuous Performance Improvement: The Development of a Performance Measurement, Management, and Improvement System

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A wide variety of organizations utilize performance management systems. However, the rates of dissatisfaction among users are high, and there is significant criticism of the quality and utility of related academic research. When performance indicators are poorly measured and, consequently, poorly aligned to performance management interventions, the effectiveness of efforts to strategically assess and manage human performance is limited. An overview of pertinent literature in human resource disciplines and human performance technology followed by the development of a Performance Measurement, Management, and Improvement System drawn from relevant theories that aligns performance measurement with strategic, tactical, and operational goals and generates meaningful data to drive performance interventions and decisions. A research agenda recommending research across levels and contexts of human performance and within different cultural settings and globally distributed organizations is outlined. Finally, we propose that empirical validation employ analytic network processing, a technique for modeling complex processes.

Performance Improvement Quarterly, 26(2), 159-173.

