

Improving Educational Outcomes for African-American Males by Building Academic Resiliency Skills

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2



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African-American Male Achievement

3



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4

NEW YORK TIMES: Plight Deepens for Black Men, Studies Warn

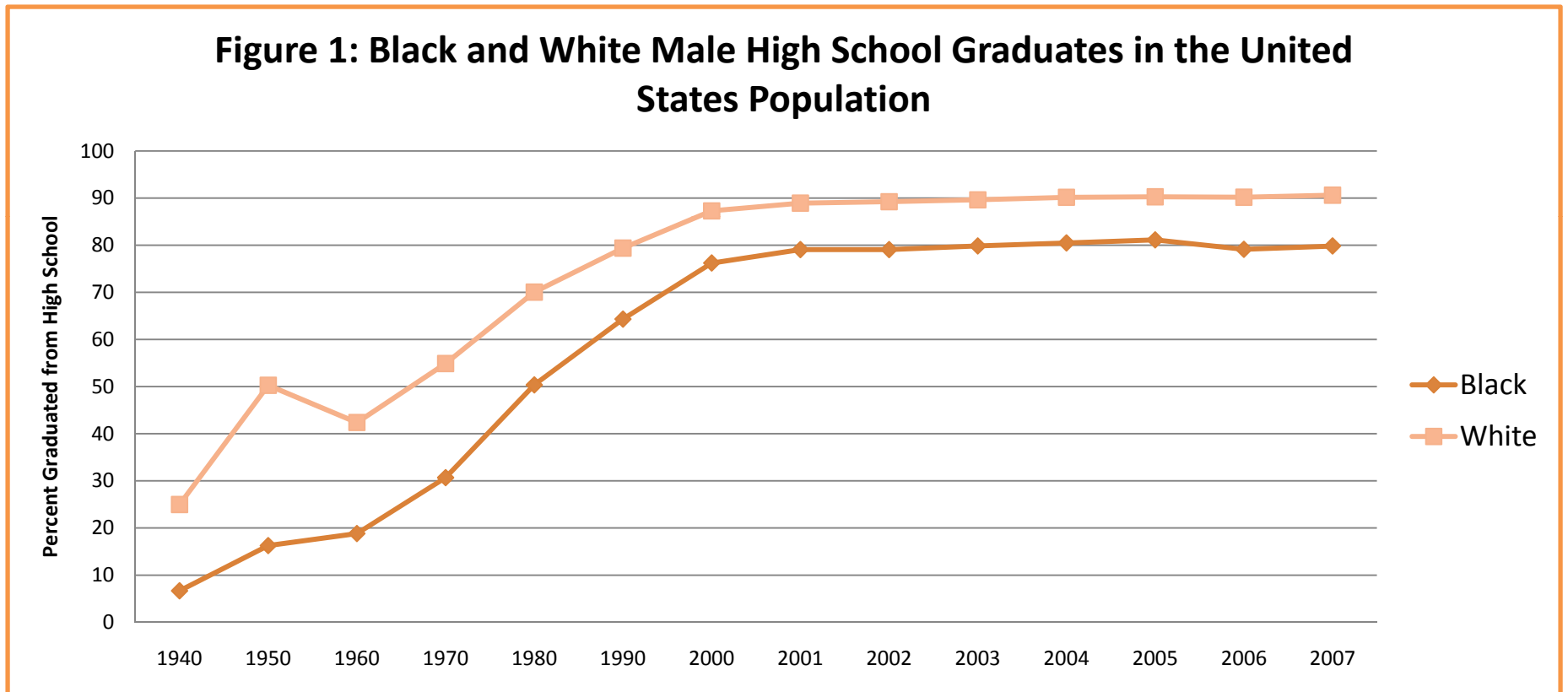
March 20, 2006

By ERIK ECKHOLM

BALTIMORE — Black men in the United States face a far more dire situation than is portrayed by common employment and education statistics, a flurry of new scholarly studies warn, and it has worsened in recent years even as an economic boom and a welfare overhaul have brought gains to black women and other groups....

African-American Male Achievement

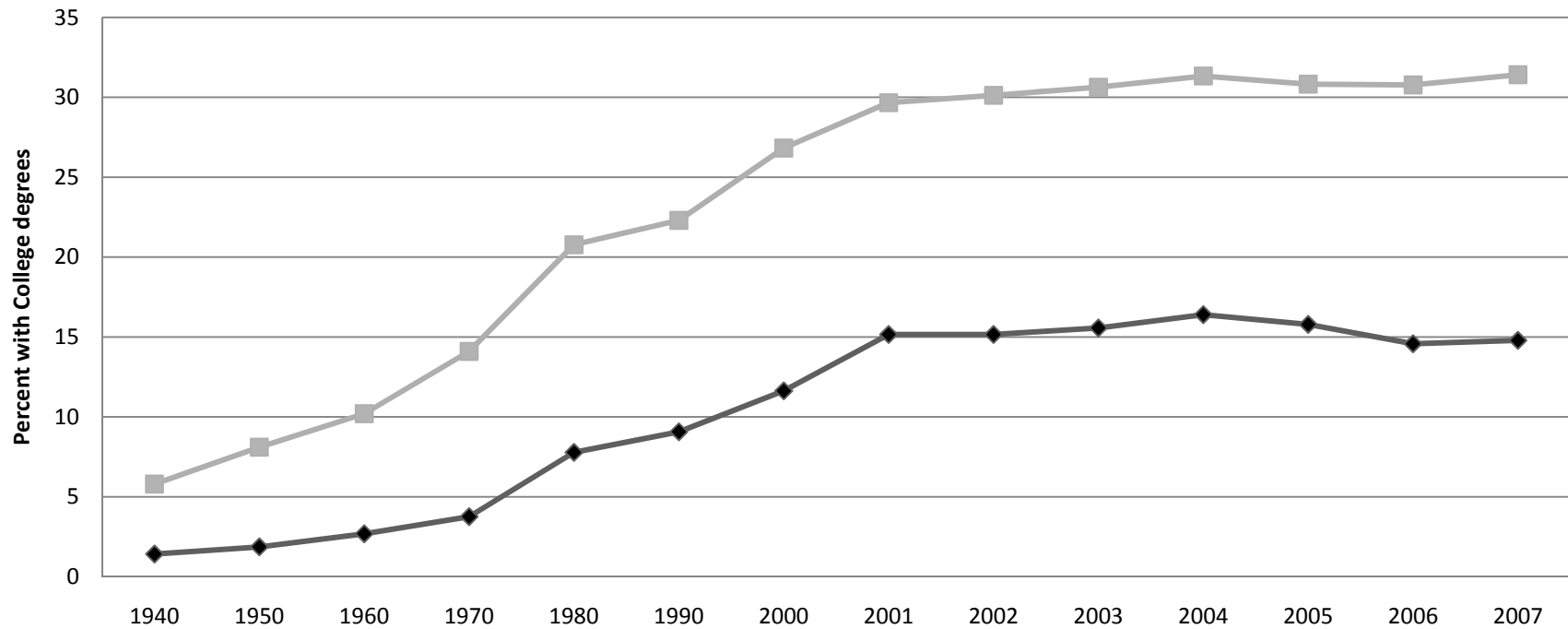
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African-American Male Achievement

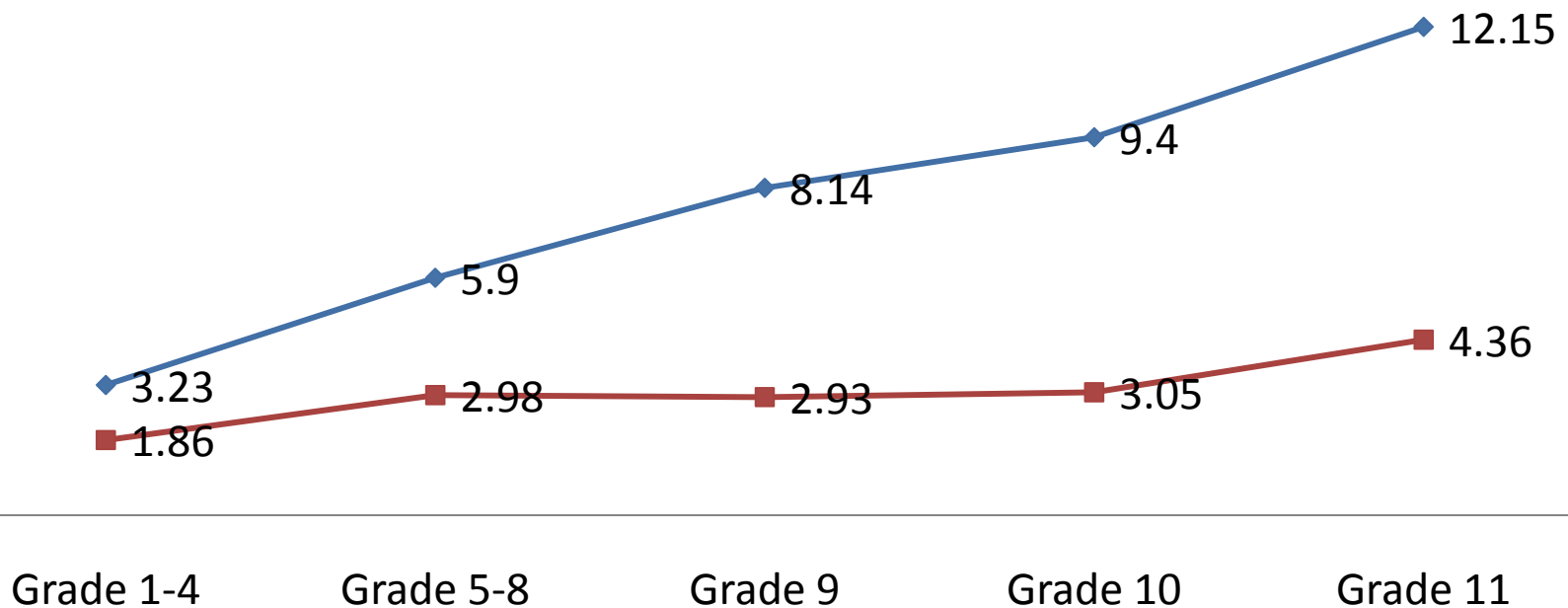
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Figure 3: Black and White Male College Graduates in the United States Population



African-American Male Achievement

Figure 4: Percent of Black and White Male Students Held Back in School



Social-Emotional Frameworks

8



Have We Placed the Cart Before the Horse?

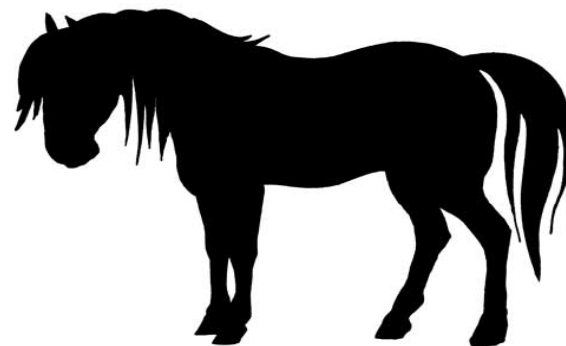
Outcome Variables

- Academic Achievement
- Grade Point Average
- Attendance



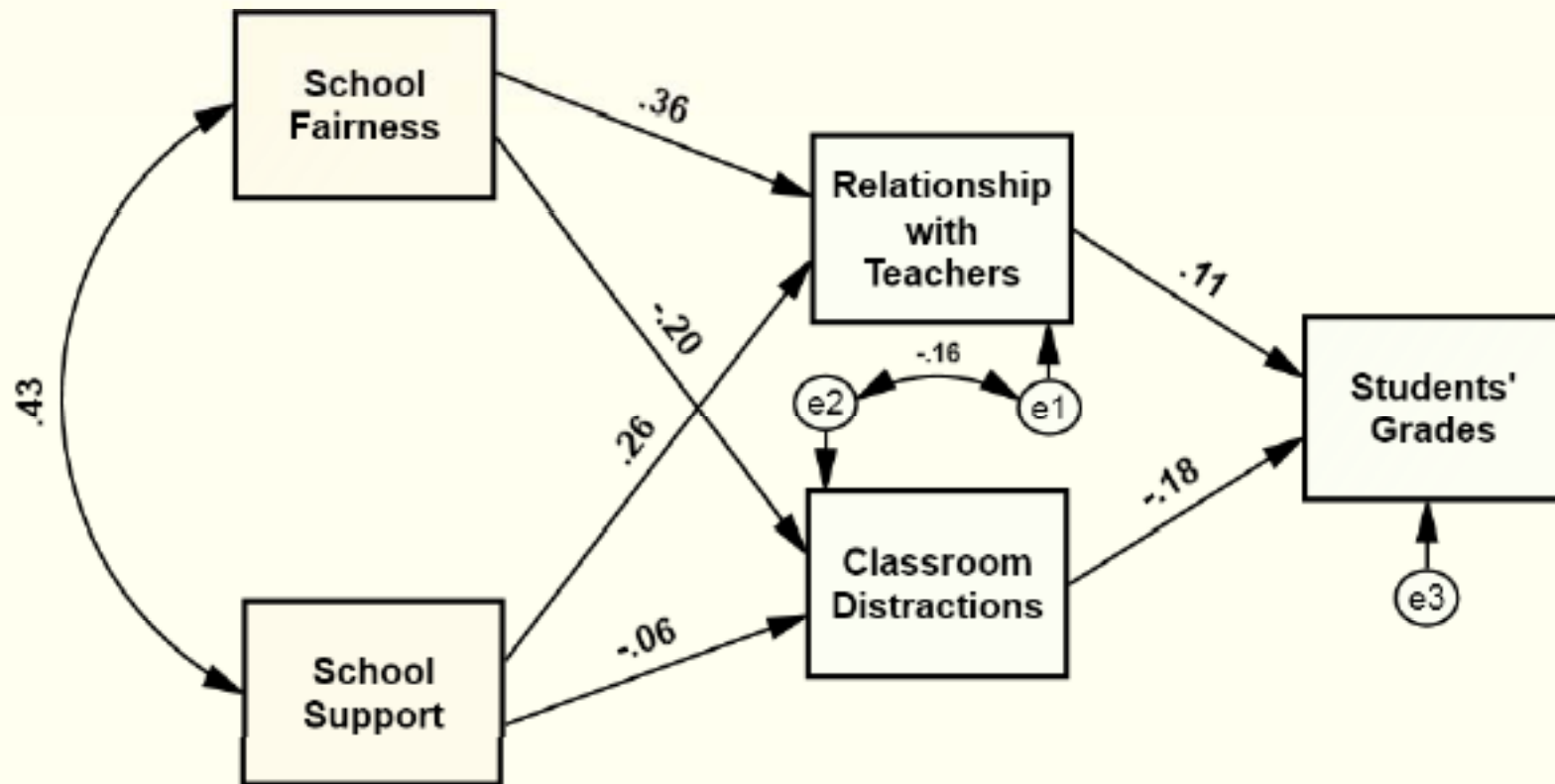
Process Variables

- Perceptions of School
- School Safety
- Relationships with Others
- Well-Being, Self-Esteem, & Nutritional Habits



School Health Model

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Research Findings

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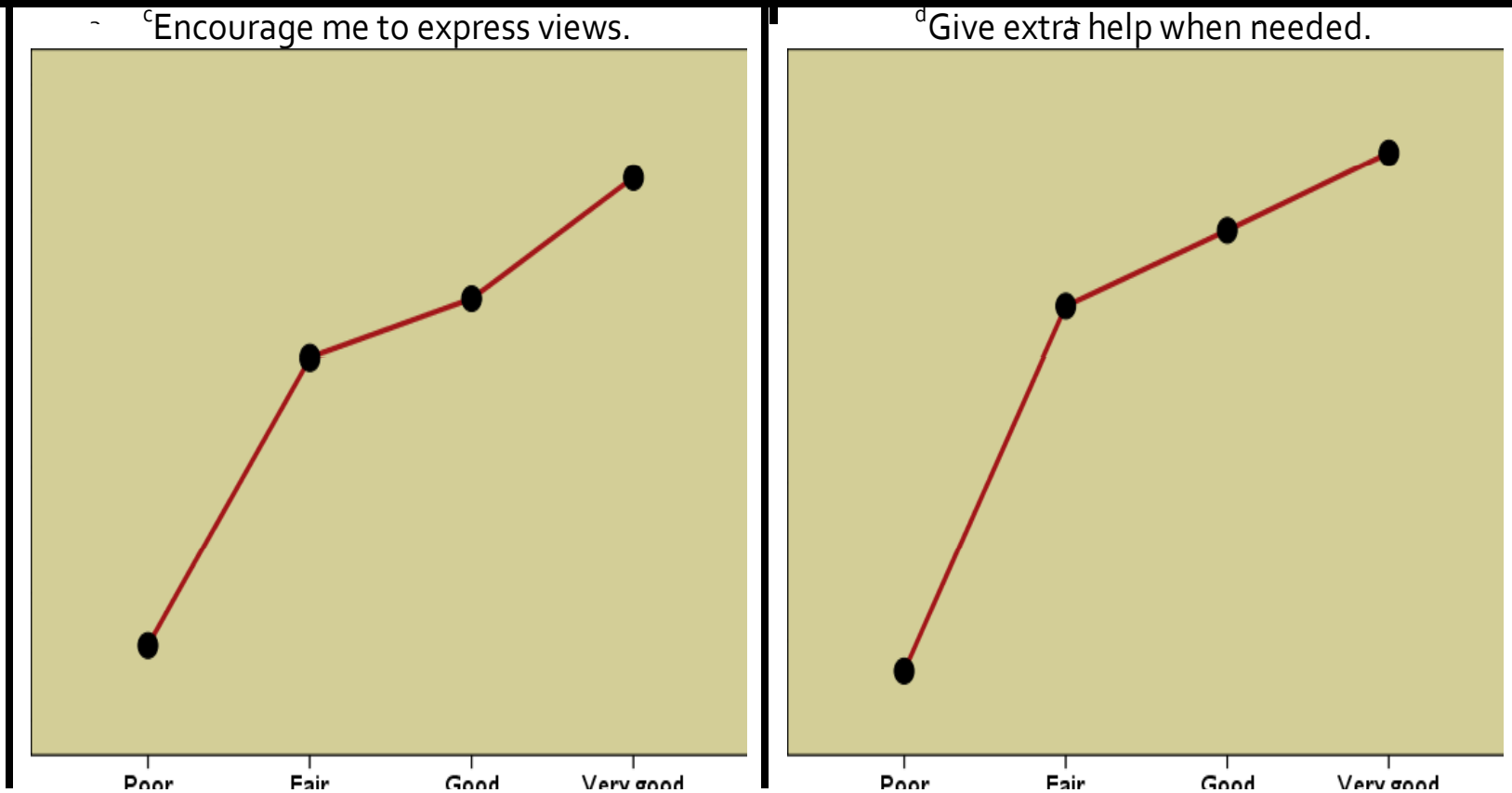
Relationships with Others (Teachers)

Figure 4.3: The linear relationship between school-age African-American male students' relationship with teachers (Y-axes) and their level of academic achievement (X-axes).



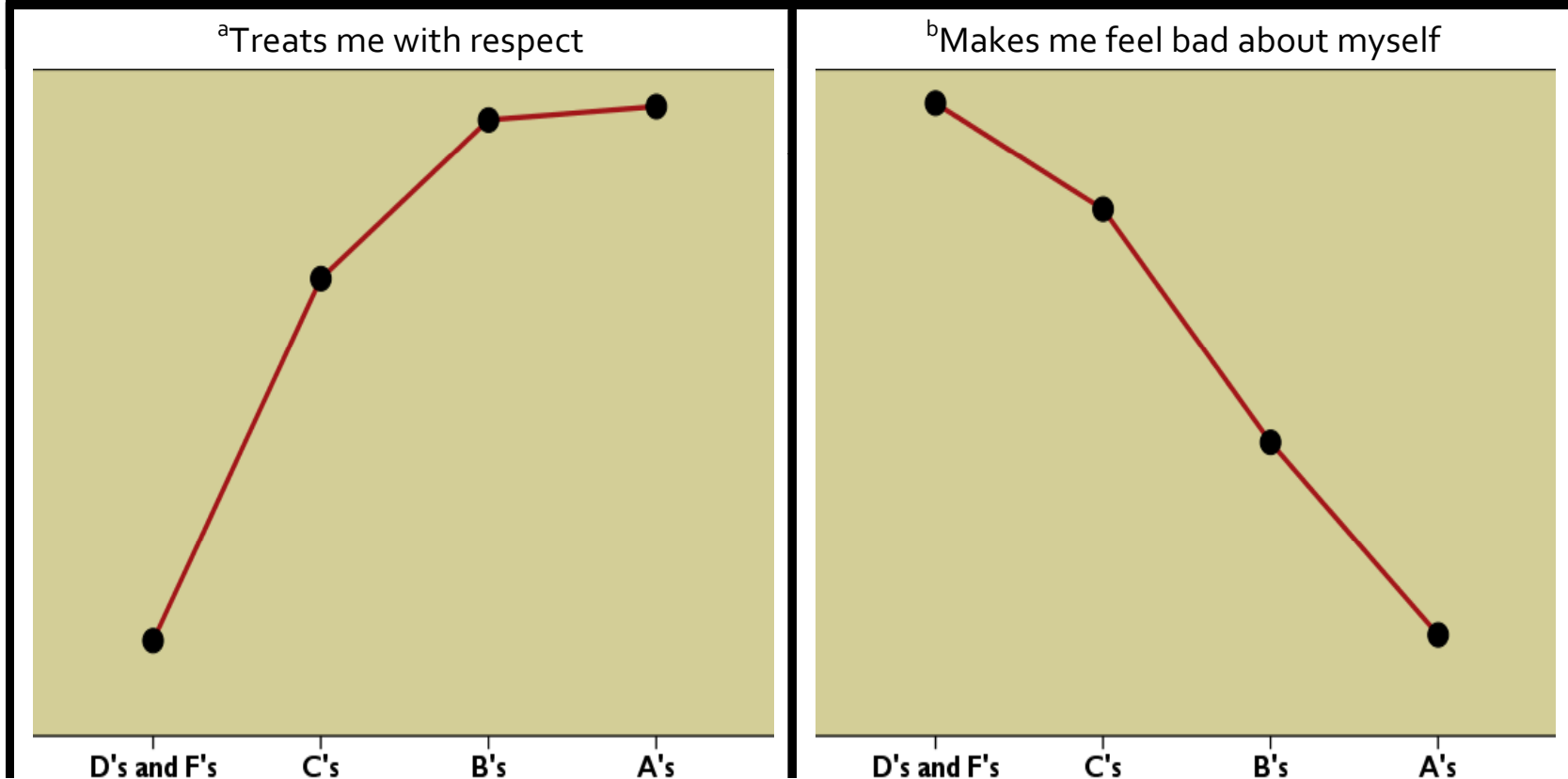
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Relationships with Others (Teachers)

Figure 4.4: The relationship between school-age African-American male students' perception of teachers (Y-axes) and their level of academic achievement (X-axes).



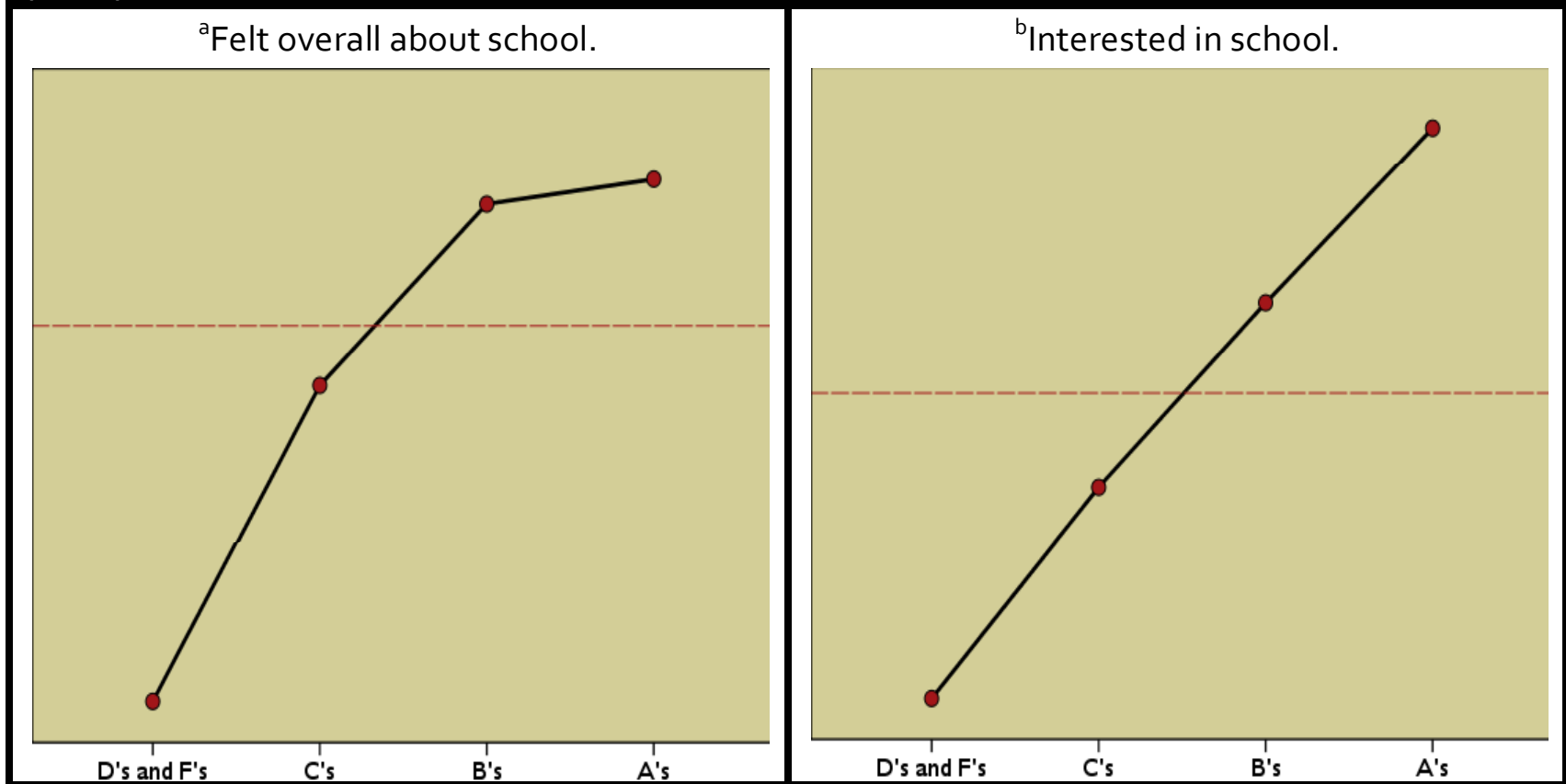
Relationships with Others (Teachers)

Teachers who were particularly effective in fostering academic growth among black males:

- Were interested in them "as a person"
- Treated them fairly
- Encouraged them to express their views
- Gave them extra help when needed
- Treated them with respect
- Did not do or say things that made the students feel badly about themselves

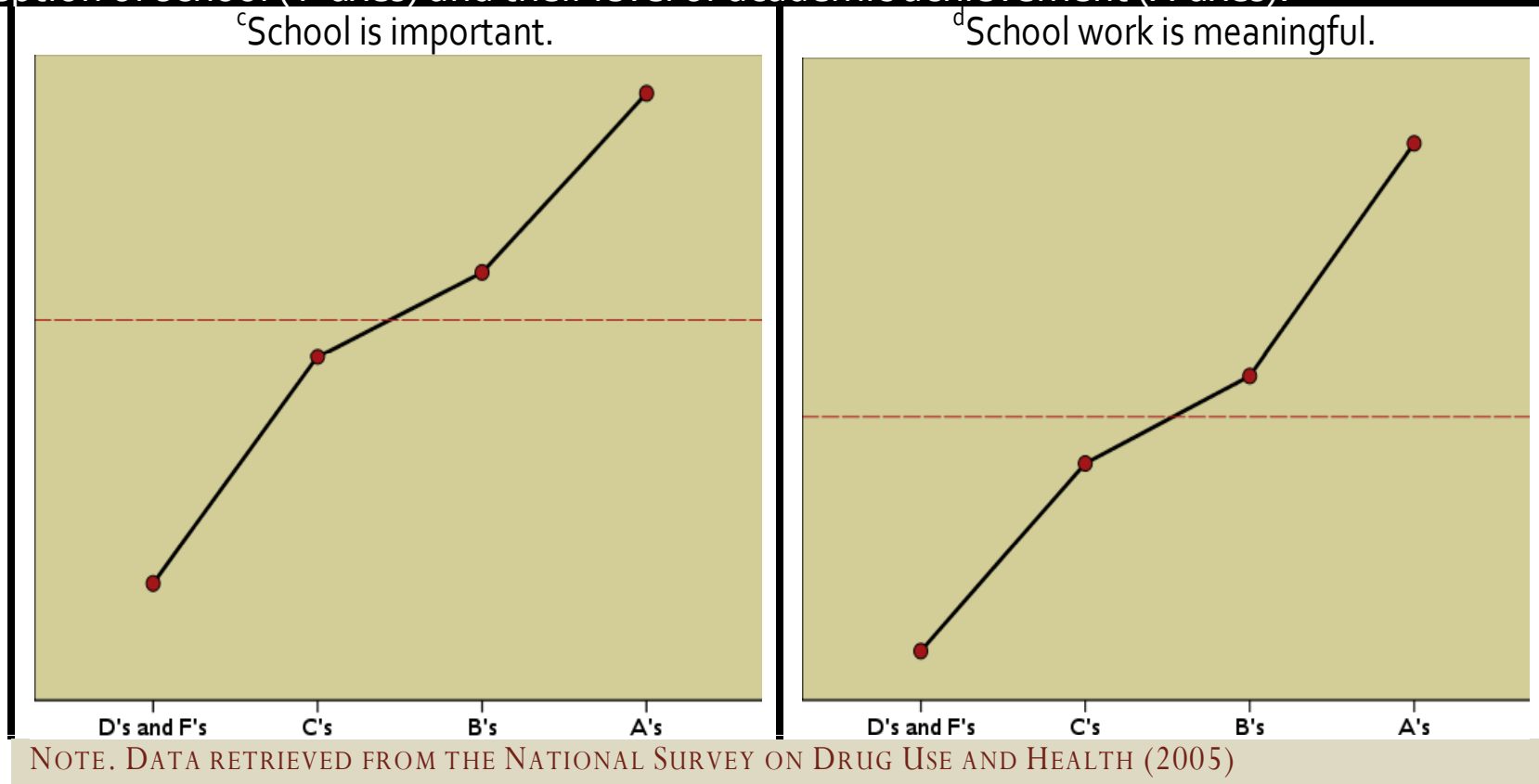
Perceptions of School

Figure 4.1: The linear relationship between school-age African-American male students' perception of school (Y-axis) and their level of academic achievement (X-axis).



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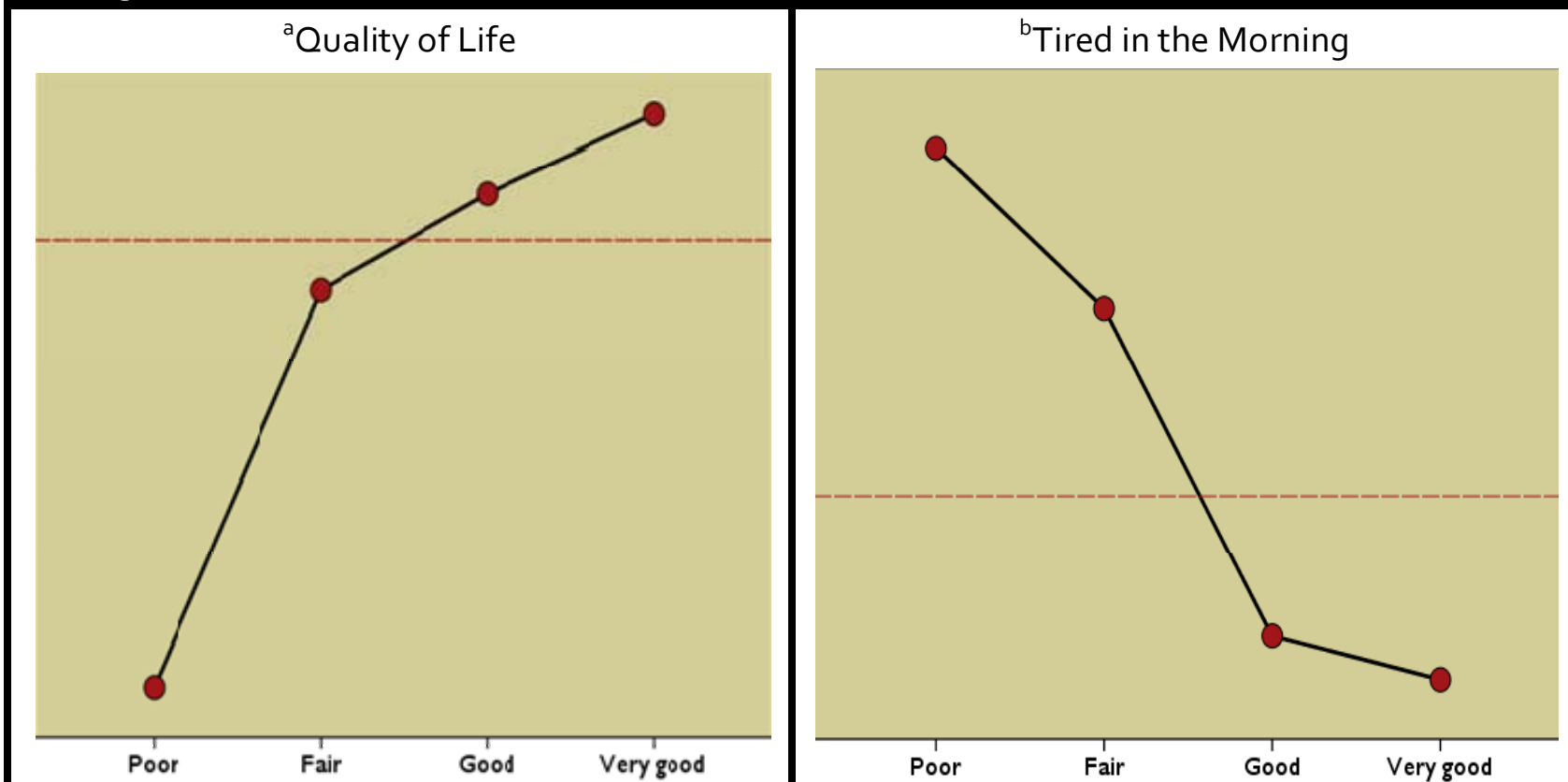
Perceptions of School

Black males had better educational outcomes when they:

- Had positive overall feelings about going to school
- Were interested in school
- Felt school was important
- Aspired to go to college
- Felt their school work was meaningful
- Had a relevant black male curriculum (Prier, n.d.)

Well-Being & Self-Esteem

Figure 1.1: The linear relationship between wellness factors (Y-axes) and academic achievement among African-American males (X-axes)

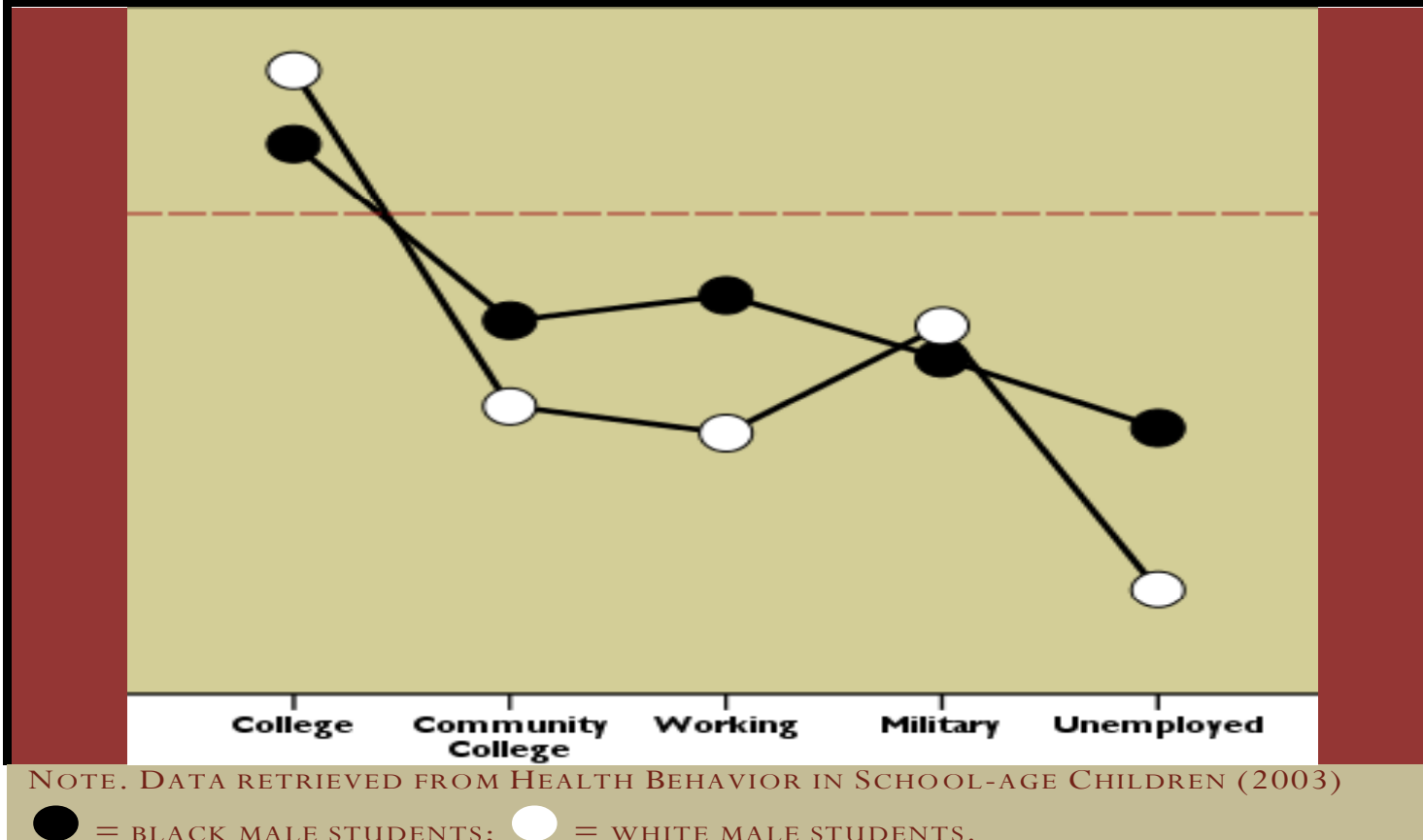


Well-Being & Self-Esteem

- Quality of life, as measured by how happy the student felt about his life, was the strongest emotional predictor of academic success among school-age black males.
- Academically successful African-American males were almost twice as likely to report feeling happy about the quality of their life when compared to those with failing grades.
- Feeling tired in the morning was one health factor that significantly impaired academic functioning among black male students.
- When estimating the impact of gender, findings suggest that *African-American males' academic success is more dependent upon emotional well-being than their female counterparts.*

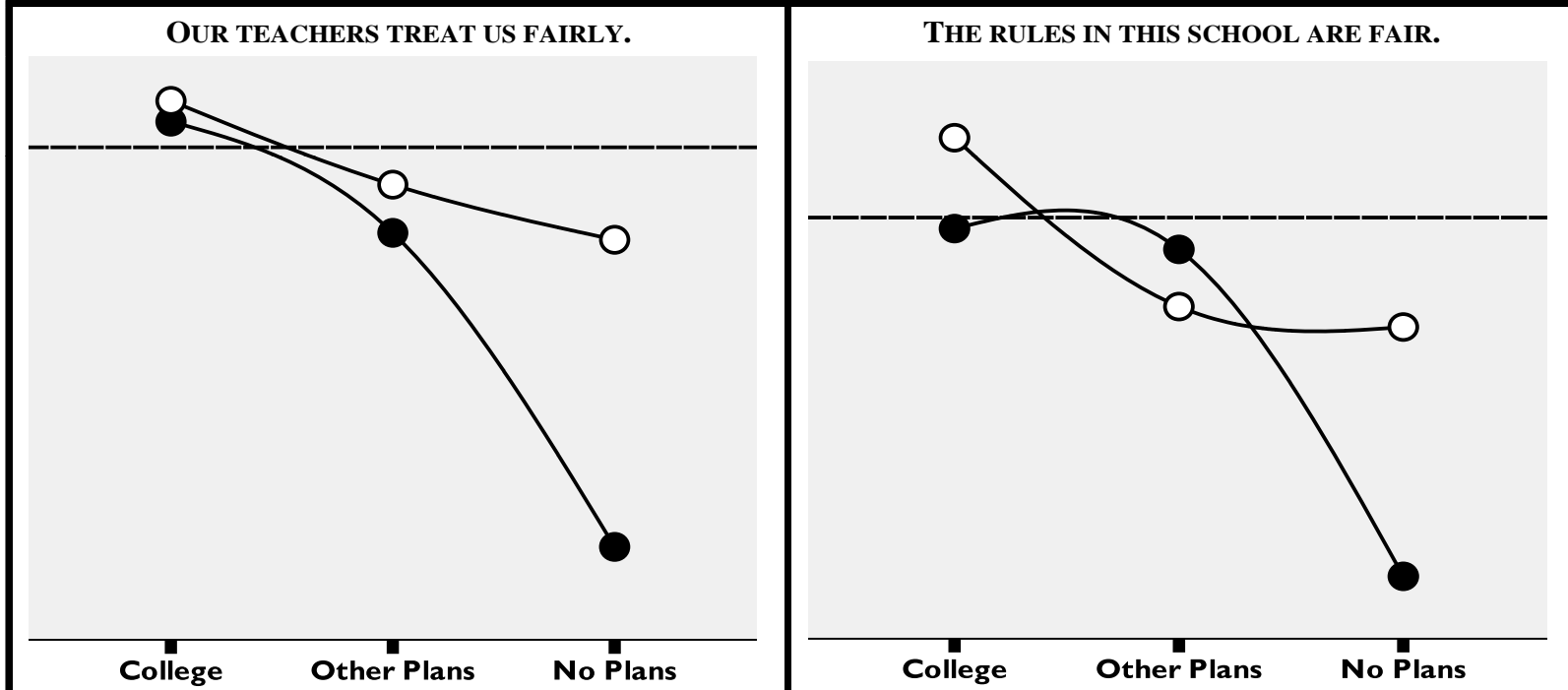
Future Plans

Figure 1.3: The relationship between plans for the future^a (X-axis) and academic achievement among African-American males (Y-axis)



Future Plans & Relationship with Teachers

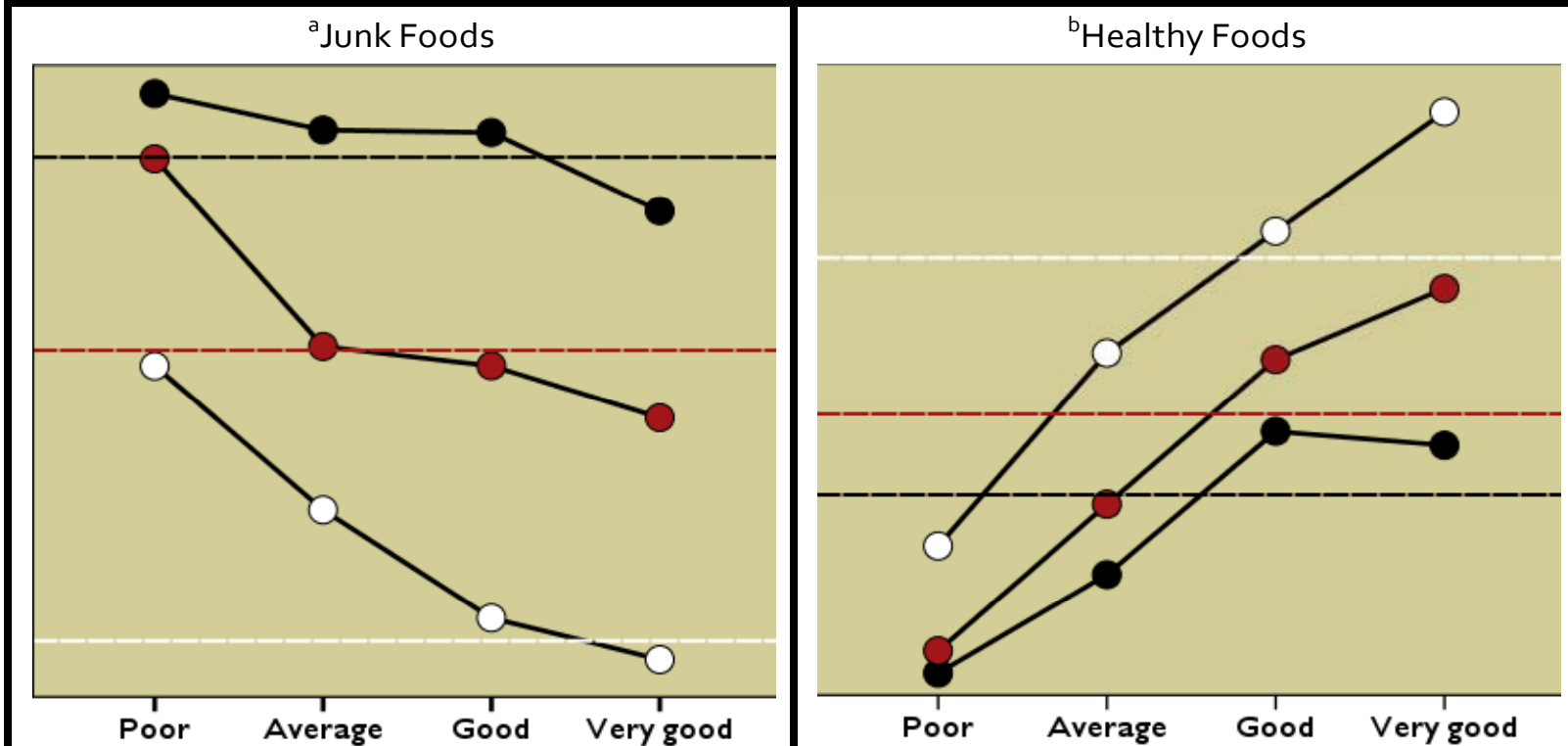
INTERACTION BETWEEN RACE AND COLLEGE ASPIRATIONS (X AXIS) ON ISSUES OF SCHOOL FAIRNESS (Y AXES).



Note. ● = Black Male Students; ○ = White Male Students. Data Retrieved From Health Behavior In School-Age Children (2003). The dashed reference line on the Y-axis marks the estimated mean dependent variable.

Nutrition

Figure 1.4: The linear relationship between nutritional habits (Y-axes) and academic achievement (X-axes) across black, Hispanic, and white students



NOTE. DATA RETRIEVED FROM THE HEALTH BEHAVIOR IN SCHOOL-AGE CHILDREN (2003)

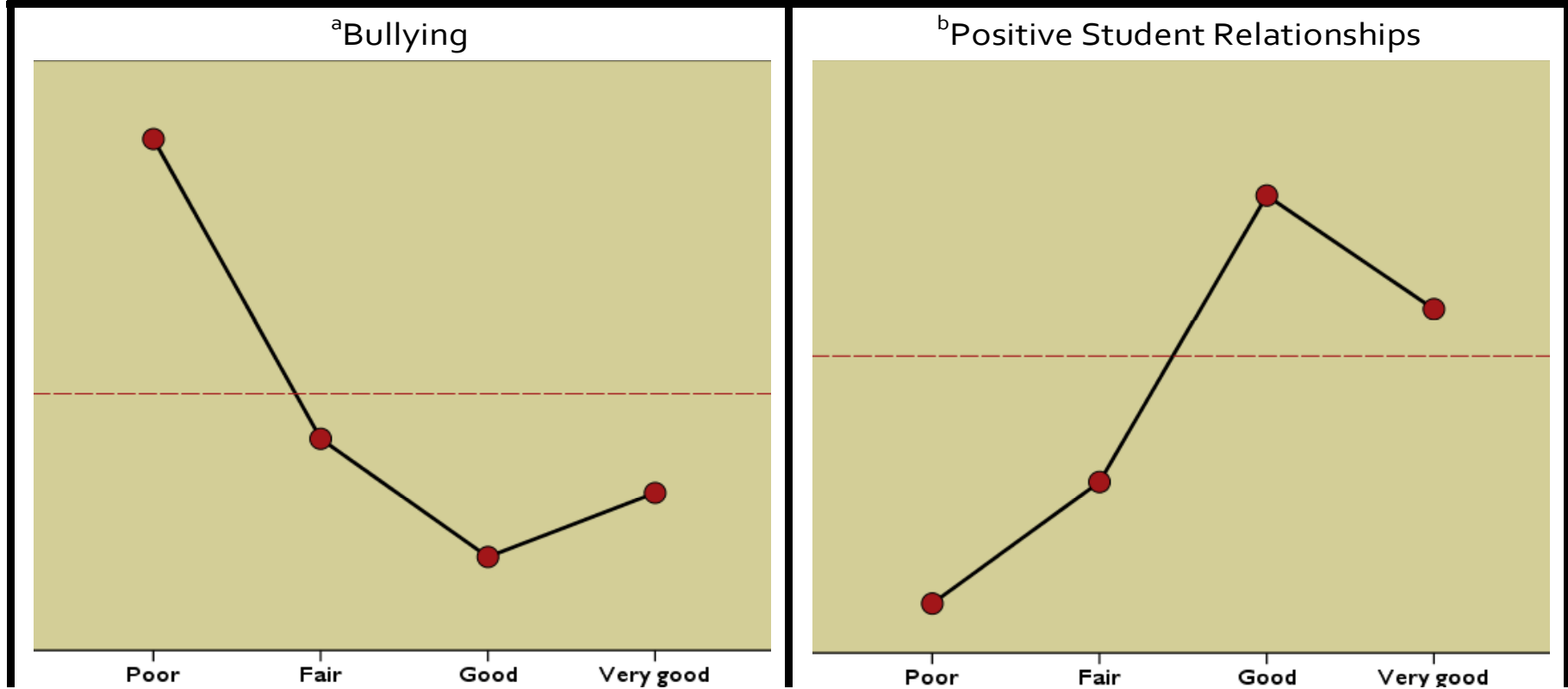
● = black students; ● = Hispanic students; ● = white students. X axis = In your opinion, what does your class

Nutrition

- Findings regarding nutrition indicated a statistical link between dietary practices and academic achievement across all races.
- Consumption of more healthy foods and less junk food was associated with higher academic achievement.
- Eating more raw vegetables was statistically associated with higher levels of academic achievement among black males.

Relationships with Others (Peers)

Figure 1.5: The linear relationship between peer relationship factors (Y-axes) and academic achievement (X-axes) among African-American males



Relationships with Others (Peers)

- High-achieving black male students reported significantly more positive interactions with classmates.
- They also had less involvement with bullying and fighting compared to their peers.

Overarching Points

- Education is most effective when it promotes positive, school-related growth experiences with particular emphasis on relationships, didactic learning, and emotional support.
- Community resources and academic assistance to children in low-income areas builds character through civic engagement, volunteerism, and sports and improves academic functioning.
- Teaching criteria should measure holistic qualities including: ability to make students feel supported, aptitude for letting students express themselves, and ability to critique students without negatively impacting their self-esteem.
- We must advocate for policy that reduces racial disparities in income and increases equity and inclusion in education.

Practical Solutions to Improve Resiliency

28



Practical Solutions to Improve Resiliency

29

Success Highways develops the critical **resiliency skills** that are **scientifically linked** to **improved student engagement, achievement, and graduation rates.**

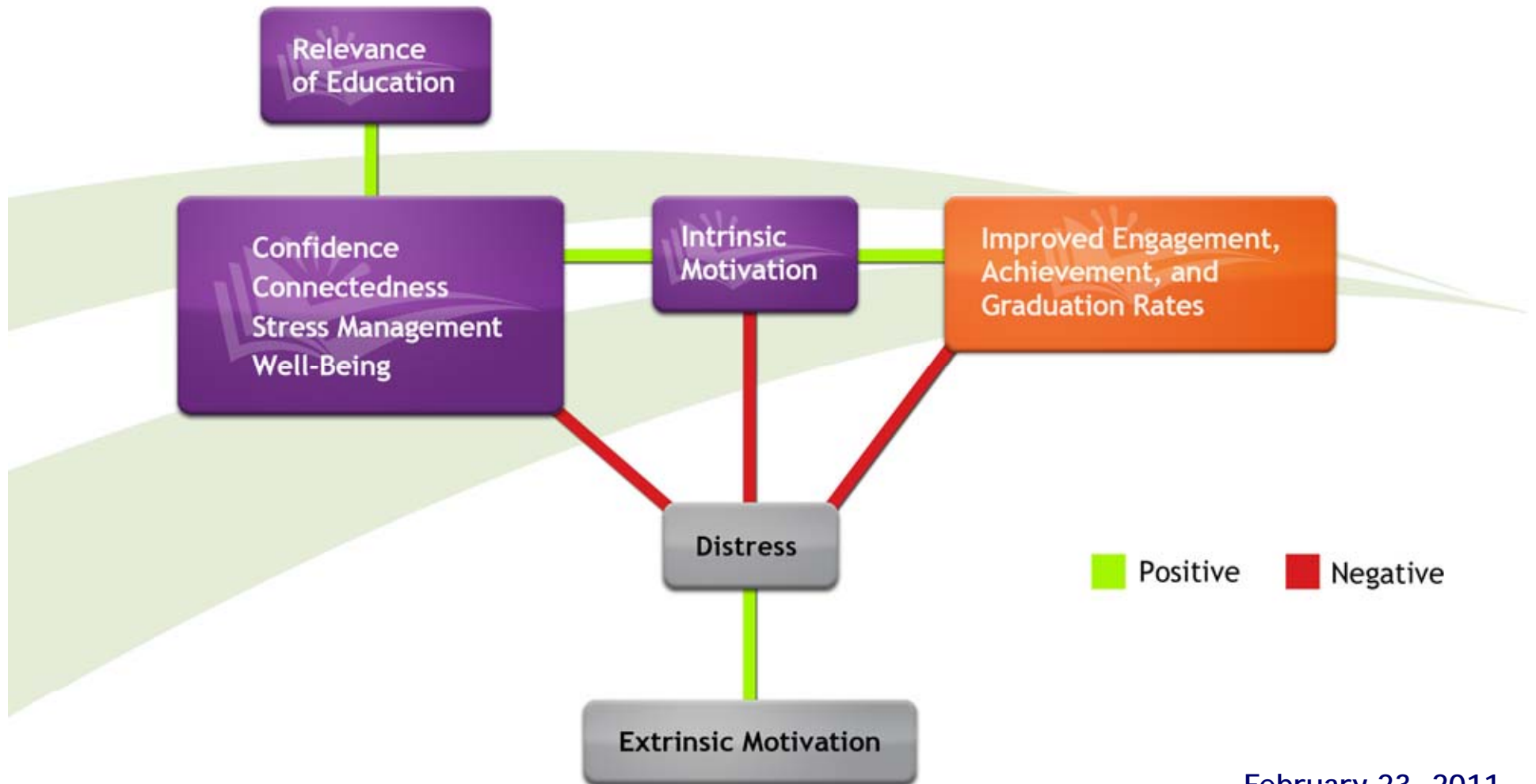
Early-
Warning
Assessments

Resiliency
Curricula

Professional
Development

Research Foundation

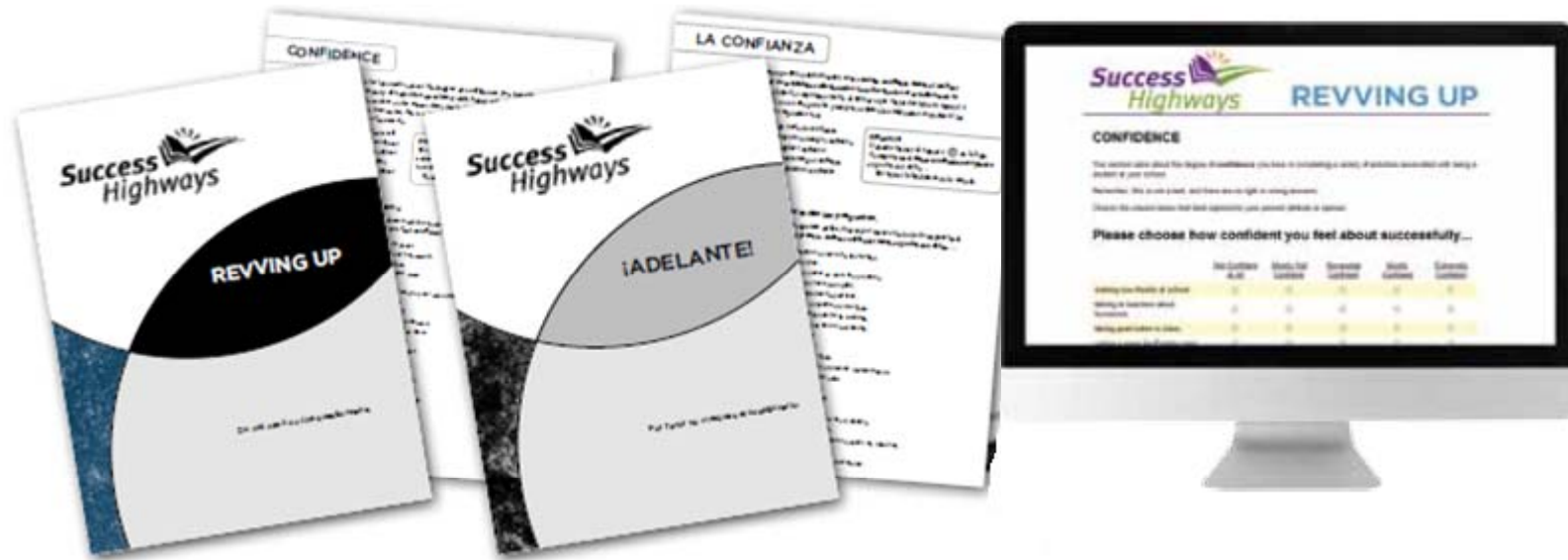
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February 23, 2011

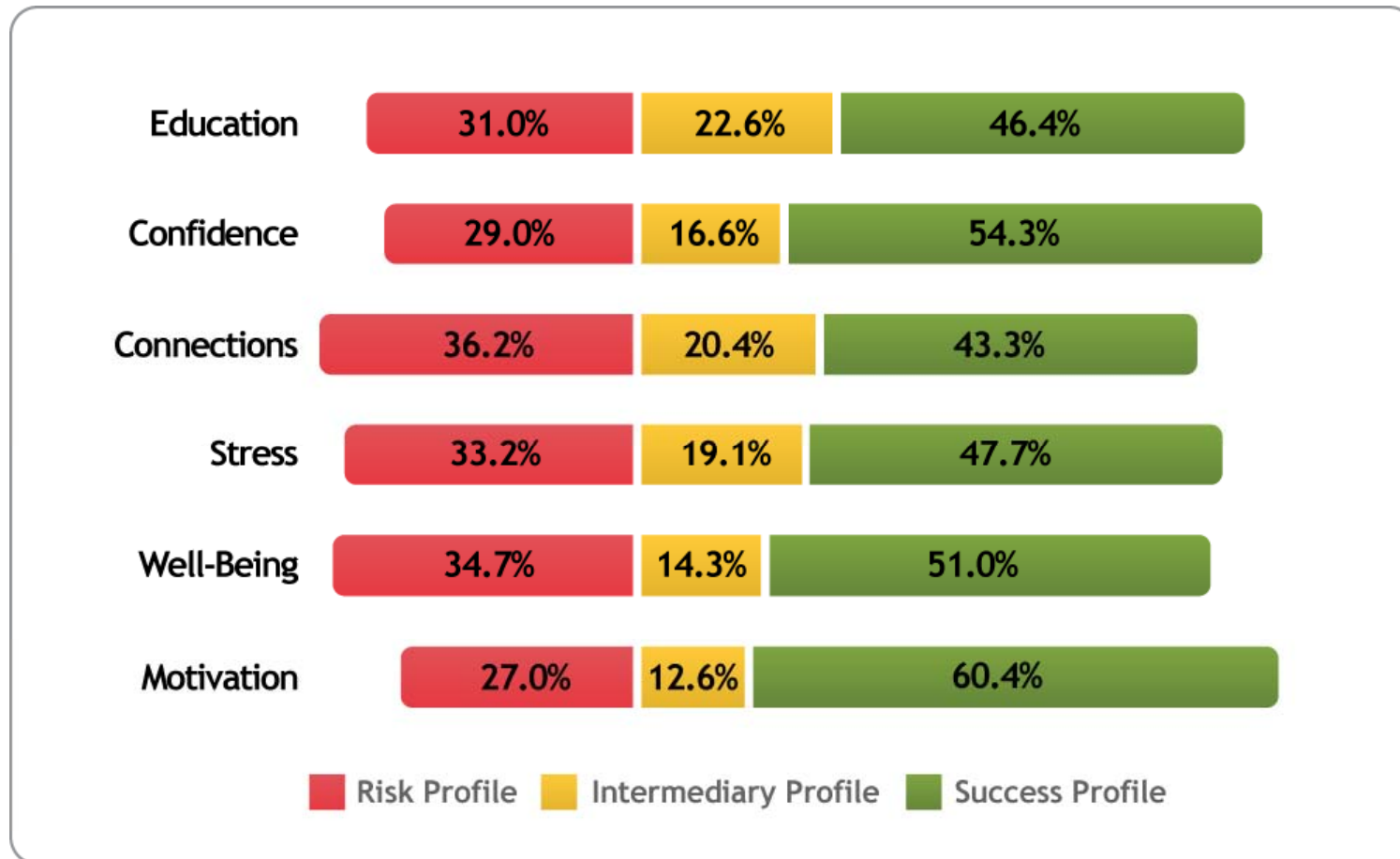
Early-Warning Assessments (Online & Print)

31



































District, School, Class & Individual Reports

32

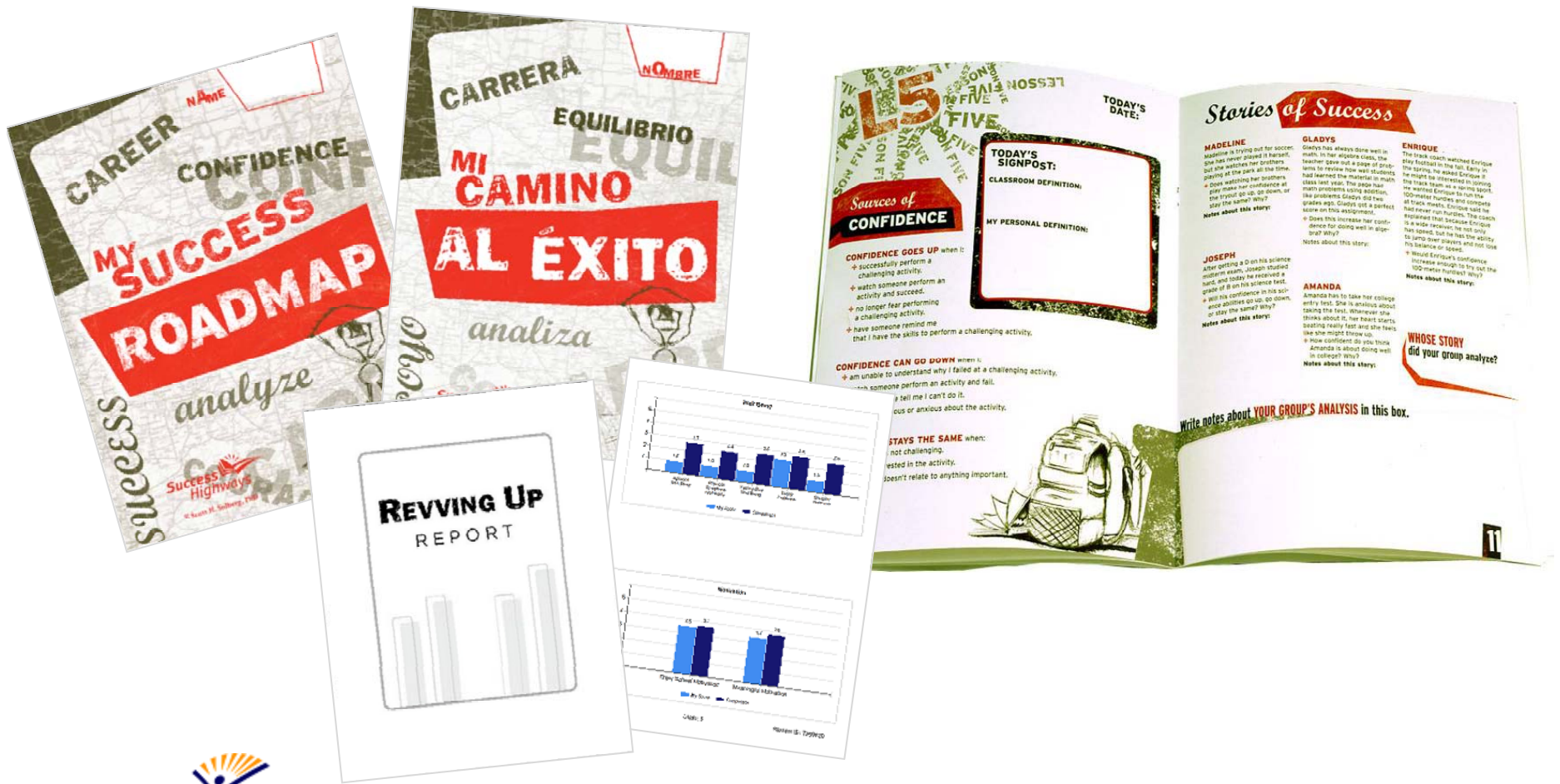


District, School, Class & Individual Reports

33

Student ID	Academic Risk Index	Education	Confidence	Connections	Stress	Well-Being	Motivation
603401							
605322							
607790							
611037							
614989							

Curricula to Build and Enhance Resiliency



Professional Development

35

- **Data consultations** help administrators interpret reports and/or activate interventions.
- **Hands-on sessions** prepare teachers to deliver the assessments and/or curriculum.
- **Follow-up sessions** (on-site or via the Web) amplify knowledge of resiliency and learner engagement strategies.

Questions & Answers

36



Learn More About Academic Resiliency

37

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