

DECREASING BIAS BY CHANGING PERCEPTIONS: A QUASI-EXPERIMENTAL
STUDY ADDRESSING PRECONCEPTIONS AMONG SCHOOL COUNSELORS

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Tershundrea Branch

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DECREASING BIAS BY CHANGING PERCEPTIONS: AN EXPERIMENTAL
STUDY ADDRESSING PRECONCEPTIONS AMONG SCHOOL COUNSELORS

by

Tershundrea Branch

APPROVED:

Jeffery Sullivan, PhD
Committee Director

Tiffany Simon, PhD
Committee Member

Lisa Wines, PhD
Committee Member

Stacey Edmonson, EdD
Dean, College of Education

DEDICATION

This dissertation is dedicated to my mother, Colena Deann Coleman and grandmother, Dorothy Marie James. Thank you for doing the absolute best you could with what you had. I love you. “To whom much is given, of Him shall much be required.” Luke 12:48

ABSTRACT

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The Office for Civil Rights has well documented the presence of disparities among Black students in schools as compared to other ethnic/racial groups of students. Although policies have been mandated and implemented in efforts to close gaps between Black students and other ethnic/racial groups of students, disparities continue to exist. As vital members of the leadership team, school counselors need to design and to deliver a Texas comprehensive developmental guidance and counseling program model with the intent of improving student successful outcomes. To date, however, limited data exist regarding effective interventions that can be used to teach school counselors the skills necessary to affect the systematic changes needed in schools. To address this concern, a quasi-experimental study was completed with 39 participants to explore the use of a school counselor multicultural awareness intervention to increase the school counselor's multicultural self-efficacy and decrease the school counselor's colorblind racial attitude. A within-between groups ANOVA revealed statistically significant interactions for time with the School Counselor Self Efficacy Scale (SCMES) Using Data and Understanding Systematic change, Multicultural Counseling Awareness, and Application of Racial and Cultural Knowledge to Practice subscales. Results, discussion, and future recommendations are included in the study.

KEY WORDS: Colorblindness, Multicultural education, Social justice

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CHAPTER I

Introduction

Approximately seven decades ago, on May 17, 1954, the United States Supreme Court announced all laws establishing the separation of Blacks and Whites in schools to be unconstitutional. This ruling was due to the existing prejudice and institutionalized racism in the United States that caused an unequitable distribution of funds and resources to the Black communities; thus, segregated Black schools are not equal to White schools (Kizer, 2017). Since the integration of Black and White students in schools, documented racial disparities in performance and discipline disparities between races have highlighted the presence of ongoing racism. The Office for Civil Rights has documented the racial and discipline disparities among Black students in schools when compared to other racial and ethnic groups. Although policies such as the Every Student Succeeds Act and the No Child Left Behind Act have been mandated in efforts to close the gap between Black students and their peer groups, discipline disparities continue to exist (United States Department of Education Office of Civil Rights).

In April 2018, the United States Department of Education Office of Civil Rights released the Civil Rights Data Collection (U.S. DOE CRDC). According to the CRDC (2018), Black students represented 15% of total student enrollment, yet Black students accounted for 31% of students who were referred to law enforcement or who were arrested. More specifically, Black males represented 8% of total enrolled students in the United States yet accounted for 23% of expelled students and 25% of suspended students. In lieu of the alarming disparities noted in the CRDC, educational leaders must consider

policies, practices, and ideals that limit the academic and behavioral success of Black students in relation to their peers from other ethnic groups.

Background of the Study

The development of multiculturalism within education was developed within the societal social movements (Banks, 1993; Grant, 2008). *Multicultural education* can be defined as a tool used to inform individuals about social justice and human rights inequities such as class discrimination, gender categorization and subordination, racism in criminal justice, administration of social service, educations, and public housing, the restriction of transition within one's own country, and the worldwide discrimination of refugees, asylum seekers, and immigrants (Grant, 2008). According to Banks (1993), multicultural education evolved in four stages. The first stage of multicultural education was during the 1930's and 1940's due to the immigration of Western Europe. At this time the intercultural movement was created to recognize immigrant culture. The intercultural movement included adaptations of printed documents in various languages and the development of events to organize the Americanization of immigrants. The second stage of multicultural education development occurred as a result of research efforts to develop a more culturally diverse educational system in response to educational reform to enhance equity. The third stage of multicultural education development consists of the transformation on school lesson plans and syllabi to address the history and culture of minority and disabled groups. Included in the fourth stage of multicultural education are multicultural theories, practices, and implementation of those theories and practices in regard to sex, race, class, and other differences (Banks, 1993).

An important turning point in the development of multicultural education was the insistence that teachers receive multicultural education courses and training in 1977 by the National Council for the Accreditation of Teacher Education and U.S. Department of Education in addition to the founding of the National Association for Multicultural Education in 1990 (Grant, 2003). Multicultural education is an important aspect of democracy in the United States due to its ability create a space for reflection and foster equality, justice, and equity.

Today, the United States is still in pursuit of equality, justice, and equity in education. In response to the well documented racial discipline disparities, in 2015, under the administration of then-President Barack Obama, The No Child Left Behind Act was replaced with the Every Student Succeeds Act in an effort to address the need for the United States education system to acknowledge the historically evident issue of the ethnic/racial discipline disparities documented in the Civil Right Data Collection (Bianco et al., 2016). Although attempts have been made to close the discipline gap between Black students and their peers of other racial/ethnic groups, the frequency at which Black student have been disciplined and the severity of their punishment continues to be an issue in public education (Cater & Andrews, 2017). Race conscious conversations including the effect of colorblindness, macroaggressions, and implicit bias are an important to addressing the discipline racial disparity (Arredondo et al., 2017). Researchers (Arredondo et al., 2017) have established the presence of clear differences in punishment severity and consistency in discipline of Black students in comparison to their White peers. Multicultural education in counseling is the training of guidelines for

school counselors to ensure they provide equity and are efficacious in identifying and supporting the needs of all students (Dameron et al., 2020).

The American School Counselor Association National Model (2019) highlights the need for school counselor competency in the areas of leadership, advocacy, collaboration, and systemic change. Hines et al. (2020) described the school counselor as a vital part of improving student outcomes. Schools with a history of low performing academic success can benefit from a school counselor who can effect systematic change by progressing from the traditional model of school counseling to a school counseling model that includes proactive activities that involve leadership, advocacy and systematic change, teaming and collaboration, counseling and coordination, and assessment data (Chen-Hayes et al., 2014; Martin, 2015). The connection between academics and discipline cannot be ignored (Carter & Gutwein, 2020). Researchers have determined behavior referrals are related to academic achievement (McIntosh et al., 2008), and the connection between academics and discipline have been referred to as two sides of the same coin (Gregory et al., 2010). Shell (2021) suggested that based on the training received and the position of leadership, school counselors have the unique ability to bridge multiculturalism and social justice into schools which can serve as a solution to the inequities experienced by Black students in the school system. Although school counselors have been charged with the responsibility of created systemic change within the school system to aid in closing the discipline gap between Black students and their peers, many school counselors do not feel confident in their multicultural competency (Nelson et al., 2015).

Statement of the Problem

It is critical that educators recognize the effects of schools on societal outcomes (Rector-Aranda, 2016). In the education system of the United States in 2015-2016, 80% of public school educators were White (National Center for Education Statistics, 2019). In contrast, 75% of total student enrollment were students of color (National Center for Education Statistics, 2019). Researchers have addressed the need for more race conscious conversations to address the racial discipline disparities experienced in the K-12 school system (Carter & Gutwein, 2017; Mullen & Lambie, 2016). In a case study by Ramsay-Jordan (2020), White pre-service teachers discussed how their teaching and student learning were affected by the awareness of racial and cultural differences between themselves and their Black students. Ramsay-Jordan (2020) have revealed some challenges that White teachers face when working with Black students. Challenges indicated in the case study with White pre-service teachers were the incongruence between the negative perception of the Black culture, their view of intellectual deficits of Black students, their alienation from Black students due to their racial, cultural, and sociocultural circumstances, the assumptions made about Black students living in non-traditional homes indicating that White students home life are more traditional, and their apprehension to discuss policies and practices within the school system that hinder Black student opportunities for success (Ramsay-Jordan, 2020).

Education systems are designed to meet the academic and social, emotional needs of students; therefore, those individuals within the school system should not deny the effects of race and culture on students (Dutil, 2020). School counselors are a vital part of the school system and have a unique ability to create school wide change. To align with

the current needs of the school system, school counselors are ethically responsible for supporting underserved and at-risk populations (American School Counselor Association, 2016). In a study conducted by Nelson et al. 2015, when evaluating the cultural competence of faculty and staff at their school, seven out of 20 participating school counselors described the experience as eye opening due to changes in their understanding of cultural competence. To achieve the goal of being an agent of change and a participant in the social justice aspect within the school system, self-efficacy of school counselors in the areas of multiculturalism and social justice is imperative. Self-efficacy can be a catalyst for motivation and willingness to implement and complete any task (Bandura, 1997).

Purpose of the Study

Due to ongoing discipline data that support the need for educational leaders to investigate the specific needs of Black students, the role of the school counselor has evolved to include the role of social justice advocate and change agent. With the rising demands for the school counselor's role to evolve, it may be important to have interventions to equip school counselors with the needed tools to serve in their newly created role. Although evidence exists about the importance of multiculturalism in the public school system, data are limited about interventions that can be provided to school counselors to increase their multicultural self-efficacy (Dameron et al., 2020). The purpose of this study was to examine interventions to increase school counselor multicultural self-efficacy and decrease school counselor color-blind racial attitudes.

Research Questions

The effectiveness of the school counselor multicultural awareness intervention was evaluated by the scores from the School Counselor Multicultural Self- Efficacy Scale and the Color-blind Racial Attitudes Scale from the intervention and non-treatment groups using a pretest and posttest design. The following research questions were addressed:

1. Does the SCMES Using Data and Understanding Systemic Change subscale score increase after the School Counselor Multicultural Awareness Intervention?
2. Does the SCMES Multicultural Counseling Awareness Subscale score increase after the School Counselor Multicultural Awareness Intervention?
3. Does the SCMES Application of Racial and Cultural Knowledge to Practice subscales increase after the School Counselor Multicultural Awareness Intervention?
4. Does the CoBRAS Unawareness of Institutional Discrimination Subscale score decrease after the School Counselor Multicultural Awareness Intervention?
5. Does the School Counselor's CoBRAS total score decrease after receiving the School Counselor Multicultural Awareness Intervention?

Alternative Hypothesis

I hypothesize that the school counselors who participated in the school counselor multicultural awareness intervention will have an increase in multicultural self-efficacy rating measured by the School Counselor Multicultural Self-Efficacy Scale and will have

a decrease in color-blind racial attitudes rating measured by the Colorblind Racial Attitudes Scale.

Significance of Study

Dotter and Lowe (2015) determined that the more students had experienced perceived discrimination at school, the less academically motivated they were. According to Dotter and Lowe (2015), this relationship may be explained by the emotional spillover created by discrimination. Experienced discrimination may cause youth to develop negative relational views and create distrust (Dotter & Lowe, 2015).

Disproportionate discipline has been documented at a national level (Arredondo, 2017). These findings further validate the importance of non-discriminatory practices and policies that affect students academically, socially, and emotionally. Jeffers (2017) determined that Black students are influenced by school staff attitudes toward their cultural differences and perception of their abilities. Hilton et al. (2018) described multicultural competency and an understanding of White privilege as a necessity when working with Black students. Though previous researchers have examined the discipline gap between Black students and their peers, the exploration of the school counselor as a possible way to close the discipline gap and their self-efficacy to do so has not been explored. This researcher in this dissertation is exploring the use of multicultural education to affect the school counselor's multicultural self-efficacy and decrease the school counselor's colorblind racial attitude.

Theoretical Framework

Because the purpose of this doctoral dissertation was to examine interventions to increase school counselor multicultural self-efficacy and decrease school counselor color-blind racial attitudes it is important to note the importance of race and systematic racism. This doctoral dissertation will be grounded in Critical Race Theory (CRT) which asserts racism is embedded into institutions within the United States and, therefore, systematic racism has been normalized (Rector-Aranda, 2016). The most basic belief among CRT theorists is the premise that racism is normal. According to Critical Race Theory, colorblind systems function under the premise that racial discrimination and power dynamics do not exist, which creates bias and inequality (Dutil, 2020). Critical race theory offers a race-conscious approach for solutions and understanding of educational inequalities (Zamudio et al., 2010). In a race conscious approach, consideration is present for the idea that some groups in society are at risk for greater harm given historical and structural forms of power. Critical Race Theory identifies race as a central construct for dissecting everyday practices and behaviors that have inadvertently maintained racism for hundreds of years as so to make it invisible and instinctive, even to well-meaning individuals (Rector-Aranda, 2016). Additionally, Critical Race Theory offers the effects of racism as a lens to analyze and create solutions to inequalities. The theoretical foundation of Critical Race Theory is that race matters, history matters, voice matters, interpretation matters, and praxis matters in everyday practices and behaviors (Zamudio et al., 2010).

Definition of Terms

Black: The Texas Education Agency (2019) defined Black or African American students as those individuals who have origins in any of the Black racial groups of Africa.

Colorblindness: Colorblindness is defined as the belief that race membership and race-based differences will not be considered. A colorblind society is free from inequitable legal or social treatment (Zamudio et al., 2010).

Colorblind racial attitude: Color-blind racial attitudes refer to the belief that race should not and does not matter (Neville et al., 2000).

Critical race theory: Critical Race Theory is defined as the support of the idea that social constructs are decided by the dominant culture/race (Zamudio et al., 2010).

Multicultural and social justice competence: Multicultural and social justice competence is characterized by the counselor's self-awareness, the counselor's awareness of the client's worldview, the counselor's awareness of the influence of the client's world view on the counseling relationship, and the counselor's ability to intervene on behalf of the client (Ratts et al., 2016).

Multicultural education: Multicultural education in counseling is the training of guidelines for school counselors to ensure they provide equity and are effective in identifying and supporting the needs of all students (Dameron et al., 2020).

School counselor: School counselors are certified/licensed educators who improve student success for all students by implementing a comprehensive school counseling program (ASCA, 2022).

Self-efficacy: Self-efficacy is an individual's belief in their capacity to execute behaviors necessary to produce specific performance attainments (Bandura, 1997).

Transformative leadership: Transformative leadership is a leadership paradigm that addresses the need for systemic, equitable change in education (Strear et al., 2019).

White: Texas Education Agency (2019b) defined White as students who have origins in any of the original peoples of Europe, the Middle East, or North Africa.

Delimitations

The delimitations of this study include the data collection method restricted to not being used to compare ethnic/racial groups of the participants. Comparing ethnic/racial groups can potentially affect the generalizability of the results. In addition, not controlling for school counselors' years of service in the study are additional delimitations that can be further explored.

Limitations

Some conditions were present in this doctoral dissertation that could limit generalizability. All participants were employed in a low socioeconomic serving school district. School counselors who work with students from varying socioeconomic status may have a difference in perceived multicultural self-efficacy or difference colorblind racial attitude ratings. Another limitation was the school counselor's variation of work experience. School counselors with more experience might have a different level of exposure to multiple cultures; therefore, they might be more confident when working with students of different cultures. Participant demographic characteristics could play a role in the participants worldview and could, therefore, influence their level of perceived multicultural self-efficacy and colorblind racial attitudes. Another limitation is the intervention length. Because the intervention will take place as a one-time staff development, the short time span of the training might lessen the probability that the

participants may experience a change in mind set. A final limitation is the use of the School Counselor Multicultural Self-Efficacy Scale and the Color-blind racial attitude Scale, which are self-reporting surveys. When self-reporting, participant answers may be exaggerated because the respondent may be apprehensive to reveal their private thoughts (Heppner et al., 2016).

Assumptions

A few assumptions were made during this study. First, I assumed that all participating school counselors want to assume the role of a social justice advocate and change agent. Another assumption is that participants will answer honestly in the self-reporting surveys used to measure multicultural self-efficacy and color-blind racial attitudes.

Organization of the Study

In the next chapter I will review the literature related to the history of school integration, disproportionate discipline referrals of Black students, effects of color blindness on Black students, transformative school counselor leadership, multicultural and social justice counseling competency, and multicultural interventions. Discussed in Chapter 3 will be the methodology and procedures used in the study which includes the selection of participants, instrumentation chosen, data collection and data analysis. The importance of the school counselor as a change agent within the school system, relationship between school counselor multicultural self-efficacy, color blind attitudes, and discipline referrals of Black students is an essential component of this dissertation.

CHAPTER II

Review of the Literature

In 1951, the daughter of Oliver Brown was refused enrollment at the school closest to their home and was required to ride a bus to a segregated Black elementary school further away (Kizer, 2017). Brown and 12 other local Black families filed a class action lawsuit against Topeka Board of Education alleging the segregation policy was unconstitutional due to the 14th amendment granting citizenship to all personal born or naturalized in the United States- including former enslaved people- and guaranteeing all citizens equal protections of the laws. Brown's legal team argued the racially separated schools were inherently unequal because Blacks were seen as inferior (Kizer, 2017). Due to the existing prejudice and institutionalized racism in the United States, Black schools had poorer facilities and fewer resources. Moreover, Black teachers were paid less than White teachers. Psychologists and social scientists argued racially separated schools inflicted psychological harm onto Black students. As a result, on May 17, 1954, the United States Supreme Court declared all laws establishing segregated schools to be unconstitutional (Kizer, 2017).

Current Ethnic/Racial Disparities in United States Education

In April 2018, the United States Department of Civil Rights released the Civil Rights Data Collection (CRDC). According to the CRDC, Black students represented 15% of total student enrollment, yet 31% of the enrolled Black students were referred to law enforcement or arrested (U.S. DOE OCR, 2018). Black males also represented 8% of enrolled students yet accounted for 23% of expelled students and 25% suspended students. Black females represented 8% of enrolled students, yet they accounted for 10%

of students expelled and 14% of students who were suspended (U.S. DOE OCR, 2018). The ethnic/racial disparities that exist among the percentage of students who are disciplined may be interpreted to mean schools are not meeting the unique needs of students of color, and more specifically, Black students.

According to the National Center for Education Statistics (NCES, 2019), in 2015-2016, 80% of U.S. public school educators were White. In contrast, 75% of total student enrollment were students of color (NCES, 2019). Researchers (e.g., Papageorge et al., 2020) have documented that White teachers are less positively biased when paired with Black students.

Because school discipline referrals are initiated by school staff members, the NCES school staff statistics implies cultural misunderstandings may account for some of the discipline disparity that exists within education (Kemp-Graham, 2018; Papageorge, et al., 2020). Although laws are present that prohibit discrimination based on race, the alarming ethnic/racial discipline disparities noted in the CRCD would urge the education system to consider policies, practices, and ideals that limit the academic and behavioral success of Black students in relation to their White peers. One concept that has not been thoroughly explored as a possible culprit to the racial discipline disparities are the effects of color-blind racial attitudes. Colorblindness refers to the belief that race membership and race-based differences will not be considered (Neville et al., 2000) A colorblind society is free from inequitable legal or social treatment. The negative effects of colorblind policies on Black students would include a school district's inability to accommodate the unique needs of their student body, the social and emotional trauma

Black students encounter in schools due to schools' colorblind leadership prospective, and literature on colorblind school policies.

Documented Ethnic/Racial Injustices in K-12 Education

In 2015, under the administration of then-President Barack Obama, The No Child Left Behind Act (NCLB) was replaced with the Every Student Succeeds Act (ESSA) in an effort to address the need for the United States education system to acknowledge the historically evident issue of ethnic/racial discipline disparities documented in the Civil Right Data Collection (CRDC) (Bianco et al., 2016). As a result, the ESSA requires schools to examine their discipline practices and to create a discipline policy to address interventions, mentoring, support systems and other opportunities to close discipline gaps that are present between Black students and their peers (Brownstein, 2015). Despite the intervention of the ESSA policy requiring the reform of discipline practices, the policy does not directly protect against the historical ethnic/racial discipline disparities noted in the Office of Civil Rights (OCR) data collection analysis (Bianco et al., 2016). In *The Miseducation of the Negro*, Woodson (1933, 2017) asserted Black youth are not educated by the same standard as the predominant White culture. Woodson (1933, 2017) contended that Black individuals are under a system that requires assimilation yet persuades them that they will never become or belong to the dominant culture. Without addressing the issue of racial justice, Black youth may continue the path of inequity in public schools.

Colorblind Racial Attitudes

Alexander (2012), in *The New Jim Crow*, addressed how today's society is rejecting the issue of race as a justification for discrimination. Instead, the criminalization of people of color is used to engage in the racially unjust practices deemed left behind following the implementation of Jim Crow laws. Jeffers (2017) conducted a qualitative study on the academic experiences of six formerly incarcerated African American males. The purpose of the study was to provide insight into the African American male experiences in Grades K-12 and to discuss how the education system influenced Black youth decisions. Using the Critical Race Theory approach, participants were allowed to tell the story of their experiences in an effort to find common themes. Overall, the participants' K-4 experiences were positive, however, upon entering middle school the participants recalled not feeling a connection with the school system or staff (Jeffers, 2017). Participants noted that often teachers did not make them feel important or intelligent and they did not make work interesting. During high school years, participants expressed not having the support and tenacity to survive in or outside of the classroom. The majority of the participants felt unprepared for high school, fell victim to illicit activities and did not make a connection between school and future life goals. Concluding the group interview, all participants agreed that school can be used as a tool to teach better decision making as a means to make better life decisions. In this study, many teachers were perceived as being unaware of the values and needs of their African American male students.

In another qualitative study, Hilton et al. (2018) addressed why the content and conceptual knowledge of African American history is necessary when working with

Black students. Using convenience sampling to select participants, the selected members consisted of teachers, pre-service teachers, teacher educators, community members, and administrators. After the selection process was completed, 41 participants in the study shared their knowledge and experiences with Black culture through open-ended interview questions, personal interviews, focus group setting, and survey questions. Hilton and colleagues determined that White teachers who learned about and maintained the Black culture and history were deemed better fit to assist their Black students in maintaining their cultural integrity. Concepts identified as important when working with African American students include multicultural education, social justice, racism, racial identity development, and White privilege (Hilton et al., 2018).

In a literature review, Arredondo et al. (2017) addressed the need for more race conscious conversations to address the ethnic/racial discipline disparities experienced in the K-12 school system. By not acknowledging race as a factor in data-based disparities in education, the effects of unconscious bias, micro-aggression, and colorblindness as contributors to racial injustice are discounted (Arredondo et al., 2017). Through the examination of data and the tremendous amount of information supporting the dismissal of colorblind policies, an honest conversation can occur about the difference in discipline and academic outcomes for students of color students. Education leaders should examine the effects of colorblind practices with the intent of providing staff development trainings to address the presenting issues.

Chapman (2013) argued that colorblindness contradicts the idea of racial blindness due to its conscious avoidance of race. In a qualitative study conducted within a predominantly White suburban Midwestern metropolitan area, colorblind ideology,

materials, programs, rules, and structures were evaluated. This study consisted of 97 high school minority students from six different schools in four different. Students within this district are allowed to participate in inter-district busing programs that allow students from urban area schools to transfer to suburban area schools and vice versa.

Participants in this study recorded feeling marginalized by their color within the classroom (Chapman, 2017). These students recalled feeling uncomfortable when their racial group was highlighted in the text due to being used as a reference for the representation of their culture. During the interviews, students also consistently spoke about the unequal standards for behavior compared to their White peers. Students also implied that the schools' colorblind ideology forced them to conform and not differentiate themselves from their peers. In addition, the students felt the need to perform at a higher level than their White peers to combat the perceived stereotypes that labeled them as academically inferior (Chapman, 2017). Although the perceived negative stereotypes pushed the Black students desire to achieve at a higher level, the enormous amount of pressure to dispel the stereotypes can create a feeling of anxiety, nervousness, and other stress related disorders. Chapman (2017) contended that extreme levels of stress could also results in a decrease in academic performance for students; therefore, these pressures can prevent marginalized groups from being successful in school.

Colorblindness can prevent programs and institutions from reconstructing based on growing and changing demographics (Tarca, 2005). Andrews Area School District, a school district experiencing a dramatic increase in African American students practiced colorblind ideologies, participated in a qualitative study that addressed Laissez-faire racism. Laissez-faire racism is described as the disadvantages Blacks encounter by

systems refusing to acknowledge the group disadvantage (Tarca, 2005). Andrews Area School District Black students' lack of success within their school system was obvious through data as well as noted by staff members, however, the needs for change were dismissed. The Andrews Area School District consistently ignored the role of race and measures of performance until 2002 when the United States mandated disaggregation of school data through the No Child Left Behind Act.

The Andrews Area High School's failed attempt to resolve a perceived problem with their Black female students was an example of the negative effects of colorblindness impeding on the ability of school districts to evolve with their changing demographics (Tarca, 2005). In particular, colorblind ideology can stunt the growth of intergroup relations handicapping students' ability to form relationships with those from other racial groups (Tarca, 2005). In this qualitative study, participants were selected based on their involvement within the community. Selected participants in this study served as informants on the history and community dynamics in an effort to understand better the city's climate in which the Black students and families lived. Many individuals within the community perceived the influx of Black as negative. Local residents associated the influx of Black people with an increase of substance abusers and other negative urban community stereotypes (Tarca, 2005). To respond to the desperate needs of the Black students, Andrews Area High School created the Classy Living and Social Skills high school girls' program (Tarca, 2005). Without the use of community input, data, or cultural awareness of Black students, the Classy Living and Social Skills high program was solely created based on the concerns and input of three high school staff members who expressed concerns about their Black students (Tarca, 2005). As a result, the Classy

Living and Social Skills high program did not address the Black students' lack of academic progress and instead: largely addressed the stereotypes of the Black girls that the teacher deemed not classy, required Black girls to assimilate to the dominant culture with no regard for their cultural identities, and targeted only Black girls, which reinforced racism and exclusion (Tarca, 2005).

Colorblindness can also affect student educational motivation (Dotter et al., 2015). Dotter and Lowe (2015) performed a quantitative study to investigate the relationships among perceived discrimination at schools, academic motivation, and school engagement. They also investigated whether a relationship was present between student perceived discrimination and academic adjustment outcomes as well as the effect of discrimination on the parent-child relationship. Participants ranged from Grade 6 through Grade 8 adolescents with 63% identifying as African American, 19% identified as Latino, and 18% as multiracial (Dotter & Lowe, 2015). Participants were recruited via an information booth set up at registration and school letters describing the study. Discrimination was measured during the spring and fall using the Hughes and Dodge's Racism in the Workplace Scale and Landrine and Klonoff's Schedule of Racist Events. Parental monitoring was assessed from Stattin and Kerr's (2000) which measures parent's knowledge and interest in their child's daily lives (Dotter & Lowe, 2015). Intrinsic motivation was measured with 17 items adapted from the Lepper, Corpus, and Iyengar Motivation Scale (Dotter & Lowe, 2015). School self-esteem was measured with 10 items from the Hare Area-Specific-Esteem Scale. Commitment to learning was measured using seven items from the Developmental Assets Profile. School bonding was measured with an adapted scale from the National Longitudinal Study of Adolescents

Health. Lastly, control variables included were student gender, student race/ethnicity, parent education, and academic adjustment. Intrinsic motivation, school self-esteem, commitment to learning, and school bonding were assessed in a pre and post administration (Dotter & Lowe, 2015).

Dotter and Lowe (2015) determined that the more students had experienced perceived discrimination at school, the less they were academically motivated. Students who had perceived experiences with discrimination also had less parental monitoring. According to Dotter and Lowe (2015), this relationship may be explained by the emotional spillover created by discrimination. Experienced discrimination may cause youth to develop negative relational views and create distrust, thus the child may perceive their parents as less involved or supportive. The findings presented further validate the importance of non-discriminatory practices and school environments as it affects students academically, socially, and emotionally. The false idea that race is not of importance has been consistently dispelled. Racism and discrimination exist; therefore, race must be considered when creating policy, pedagogy, and programs for African American and other marginalized students (Dotter & Lowe, 2015).

Colorblind School Policies

Zero tolerance policies created in the school system serve as a feeder for the pipeline to prison (Hines-Datiri et al., 2020). These policies often have an undertone of implicit racial bias by educators. The difference in discipline frequency and severity of punishment between Black students and their White peers is often compounded by the presence of zero tolerance policies wherein a student's family or cultural context which can affect operational definitions of objective behaviors is not taken into consideration

(Hines-Datari & Carter Andrews, 2017; Holcomb, 2007). Carter Andrews and Gutwein (2017) noted that Black students are often aware of the biases and difference in the severity of punishment between themselves and their White peers. Kemp-Graham performed a case study to examine the overlap in the issues of race, gender, and school discipline (2018). In the case study, Shae Jackson, an African American student enrolled at Maple Middle School was disciplined for wearing a gele. A gele is a traditional Nigerian head wrap worn during special occasions as an accessory. Maple Middle School school policy prohibits the use of hats, caps, hoods, sweat bands, and bandanas or other head wear inside school buildings without exceptions for cultural or religious garments (Kemp-Graham, 2018). Upon entering her first period class, Shae Jackson was directed to remove her gele to comply with the district's prohibition of headwear. After explaining that the gele was of importance for her honors presentation in History class, Shae Jackson refused to remove her head wrap and was sent to the office for disciplinary action (Kemp-Graham, 2018).

Shae Jackson was suspended for violating the school dress code policy in addition to insubordination, and defiance (Kemp-Graham, 2018). Shae's parents appealed the decision to the building principal and superintendent, which both upheld the suspension. Upon investigation, an investigating reporter discovered there were alarming disparities between the disciplinary actions taken against African American female students for objective reasoning such as defiance, excessive noise, or disrespect. The disproportionate disciplinary actions can likely be attributed to the misinterpretations of behaviors or cultural disconnects (Kemp-Graham, 2018).

In the attempt to correct the incongruent disciplinary actions at Maple Middle School, the role of Assistant Superintendent of District Discipline was created (Kemp-Graham, 2018). The Assistant Superintendent of District Discipline conducted staff meetings and classroom visits revealed that most teachers viewed Black girls verbally or physically expressing themselves as being defiant, resulting in disciplinary action. This is contrary to the interpretation of the same behaviors exhibited by their White peers. African American girls who stand up for themselves and demonstrate confidence are often penalized due to their failure to assimilate the standard White middle-class female expectations. Many of the disciplinary referrals have cultural bias implications in which would change the interpretation of the behaviors if teachers and staff were culturally conscious. Kemp-Graham (2018) contended that cultural misunderstandings influence the perceptions of school staff which, in turn, affect the operational definitions of the behaviors worthy of discipline infractions.

Vega et al. (2015) performed a qualitative study with 18 Black and Latino students from an economically disadvantaged, predominantly Black school. They determined school policies had a negative influence on students of color. Participants in this study had a negative perception of their school policies and often felt the policies were not enforced consistently. Students reported being suspended for minor infractions such as dress code violations and believed more appropriate consequences could be assigned for minor offenses (Vega et al., 2015). Due to the campus struggle with gangs, the school created a policy prohibiting students from wearing red. This policy was perceived as unfair by some students. For example, one student stated that she had red clothing that she would like to wear to school, however, if she did wear red clothing it

would be assumed that she was affiliated with a gang and she would be disciplined by administration (Vega et al., 2015).

In this study, the effectiveness of the school disciplinary actions varied between students and staff. Although school staff members believed the school's policies were preventing chaos and maintaining order, students reported that school policies created a negative influence on their attitudes toward school. Participants also reported that teacher attitudes, perceptions, and school demographics influenced their attitudes toward school (Vega et al., 2015).

In another study by Carter and Gutwein (2020), they determined that students who were a part of an all Black focus stated or illuded to adult interactions that appeared to be rooted in negative cultural stigmas. These same students referred to the discipline practices that their school as inconsistent in the discipline and punishment of their peers for the same infractions. Colorblind school policies can lead to cultural misunderstandings that can lead to a student being disciplined and/or labeled with behavioral or learning disabilities (Cater Andrews & Gutwein, 2020; Kemp-Graham, 2018; Vega et al., 2015). If Black students are being disciplined in schools, then the school environment cannot be supportive to all students (Carter Andrews & Gutwein, 2020).

Colorblind Leadership

Advocacy and teacher training regarding the social and emotional needs of African American students are difficult to address without the support of campus and district leaders. In a qualitative study by Flores and Guzenhauser (2019), data from 22 school leaders revealed four inner layers to the colorblind perspectives, in which affected the

campus systems and functions. Common perspectives of school leaders from the participant's responses were unresponsive, individualization, deflection, and technical-rationale. Unresponsive perspectives explained the leader's lack of race consciousness when using data as a tool when making decisions with their diverse students.

Individualization included the participants reports of viewing their students as unique individuals, therefore race and culture are not seen as important. Deflections were used as a way to make excuses for complaints made against the participant's inequitable school practices. Technical rationale describes the participant's ability to recognize race but only on a superficial level. One participant recalled a parent's complaints against the school's inequalities disciplinary policy as the complaint being "just the way they are" (Flores & Gunzenhauser, 2019, p. 971). For example, the participants recognize the different race and cultures within their schools, however, they did not empathize or create interventions to address the needs of the specified population.

Another perceived barrier to achievement for students of color was discovered in a study performed by Vega et al. (2015) was the school counselor's high case load and lack of resources. Students recalled their school counselors being extremely busy, under-involved with their students, and not having the time to sit and discuss important options for educational opportunities (Vega et al., 2015). Because many students did not have parents with the educational background to assist them in making informed decisions, the student relied on the school counselor for such guidance. Students recalled their school counselor's caseload exceeding the 250:1 ratio recommended by the American School Counselor Association and contributed their lack of resources, limited access, and lack of information to the high case load of the school counselor (Vega et al., 2015). The

literature on color-blind school leadership suggests that leaders lacking the ability to empathize and meet the needs of their students of color create an academic and social/emotional disadvantage for the students serviced. Black students frequently perceive that their teachers have lower behavioral and academic standard for them as compared to their peers of other races (Carter Andrews & Gutwein, 2017; Papageorge et al., 2020). Multiculturalism reaches far beyond the score of cultural awareness. Multicultural competence requires others to have an awareness and knowledge of their own culture and the culture of others (Ratts & Greenleaf, 2018). As a result, true multicultural competency can be the remedy to the systemic racial inequalities documented in the United States K-12 school system (Flores, 2019; Watson et al., 2016).

Transformative School Counselor Leadership

The American School Counselor Association National Model (2019) highlights the need for school counselor competency in the areas of leadership, advocacy, collaboration, and systemic change. Hines et al. (2020) described the school counselor as a vital part of improving student outcomes. School wide improvements require the progression of the school counselor as well as the system in which the counselor is navigating. Transformative school counselors strategically implement campus interventions based on the assessed needs of the students (Hines et al., 2020; Ratts et al., 2016). Schools with a history of low performing academic success can benefit from a school counselor who can affect systematic change by progressing from the traditional model of school counseling to a school counseling model that includes proactive activities that involve leadership, advocacy and systematic change, teaming and collaboration, counseling and coordination, and assessment data (Chen-Hayes et al.,

2014; Martin, 2015). Transformational school counselors work to go beyond the traditional school counseling program and focus attention on the least successful student (low income and students of color), concentrate on issues, strategies, and interventions that will help close the achievement gap between those students and their peers, and demonstrate to others how their activities contribute to the success of all students (Education Trust National Center for Transforming School Counseling, 2009). Until school counselors are adequately trained to develop the necessary skills for school transformation, the guidance program developed may not meet the needs of all students (Haskins & Singh, 2016). Shell (2021) suggested school counselors have the unique ability to bridge multiculturalism and social justice into schools based on their training and positions of leadership.

Social Justice and School Counselors

School counselors are ethically responsible for supporting the underserved and at-risk populations (ASCA, 2016). In the school setting, counselors can have the ability to transform schools if they are aware of the systematic inequalities that exist inside and outside of the school. They are committed to positively influencing the effect these inequalities have on their students (Holcomb-McCoy, 2007). Social justice considerations require school counselor to focus on students who are underserved and underprivileged. In addition, school counselors, who are committed to social, justice stand against biases that perpetuate the disparities that exist in schools (Holcomb-McCoy, 2007). The ability of school counselors to meet the needs of underprivileged students can affect student preparedness for postsecondary opportunities (Hines et al., 2020). When school counselors take a social justice approach, the counselor can address the systemic

problems through leadership, advocacy, data-based decision making, and collaborations with key personnel (Hines et al., 2020). Because school counselors' primary obligation is to the students they serve (ASCA, 2016), it is inevitable that the distress and inequities experienced by students is a part of the focus of school counselors (Dowden et al., 2021).

School Counselors as Change Agents

In an effort to operationalize school counselor transformative leadership capabilities, Strear et al. (2019) conducted a study with 19 school counselors using a 2.5-hour professional development based on the critical race and emancipatory pedagogy. In this case study, Strear et al. (2019) explored the needs of a school counselor as a change agent. Within this professional development, the focus was on two topics: Discourse One focused on (a) develop the school counselors as leaders and not bystanders, (b) equip them with the ability to recognize, reframe, and transform inequities; Discourse 2 focused on (c) encourage innovation, (d) build the counselors ability to advocate, (d) strengthen their systemic change knowledge and skillset, (e) fluidly move from one Discourse to the other. Throughout this professional development the counselors participated in self-awareness activities such as reflecting on their individual and systemic identities, identifying inequities present at their campus and brainstormed opportunities for growth, creating solutions for the inequities with possible setbacks and resolutions, and lastly creating a school counseling programs to respond to the inequities. At the conclusion of the case study, Strear et al. (2019) reported that district vision and support for their school counselors had an effect on the leadership role of the counselor, the counselors' stake in valuing their ability to affect change at their campuses, and their ability to provide a comprehensive guidance and program that includes social justice and educational

equality. Although guidance for developing transformative school counselors was present in this study, the specific tools used for exploration of these competencies were not provided. In addition, this case study did not provide a measurable guide for the determination of the success of the interventions provided.

Multicultural and Social Justice Counseling Competency

As vital members of the leadership team, school counselors in Texas design and deliver a Texas comprehensive developmental guidance and counseling program model with the intent of improving student successful outcomes. According to the American Counseling Association (ACA) *Code of Ethics* Preamble, honoring diversity and embracing a multicultural approach is a core value in the counseling profession (ACA, 2014). Additionally, school counselors are responsible for addressing social issues that affect the students they serve by providing remedies to their obstacles (Better-Bubon & Schultz, 2017). Mullen and Lambie (2016) contended that school counselors' self-efficacy positively contributed to their service delivery implementation, which results in higher student outcomes. In general, higher self-efficacy increases the likelihood an individual will participate in the delivery of an activity with fidelity and commitment (Bandura, 1993, 1997). Because the ASCA requires school counselors to function as a change agent, it imperative that school counselors have the confidence to promote and advocate the change that is deemed required (Haskins & Singh, 2016). In this instance, cultural competence is the required change needed within the K-12 school system to close the discipline gap between Black students and their White peers (Dowden et al., 2021). Dameron et al. (2018) determined that school counselors who consistently interact with multicultural content have a higher perceived multicultural competency than those

who take a single course. These findings may be interpreted to mean that that school counselors benefit from a continuation of multicultural education, thus school counselors multicultural training is of ongoing importance throughout a school counselors' career to build self-efficacy.

In a study by Nelson et al. (2015) about the cultural competence of their school's cultural competence, seven out of 20 participating school counselors described the experience as eye opening due to it exposing the counselor to an operational understanding of cultural competence. The Multicultural and Social Justice Counseling Competency (MSJCC) was developed by Ratts et al. (2016) to set the expectation that school counselors have the ability to address issues of power, privilege, and oppression. Moreover, school counselors are encouraged to consider the effects they can have on the students they serve. This MSJCC provides a framework for school counselor to develop the multicultural skills needed for the latest definition of multiculturalism (Nelson et al., 2015; Ratts et al., 2016). According Ratts et al. (2016), school counselors have the unique ability to affect both the client and the system in which the client operates. Within the MSJCC model, school counselors gain insight into the cultural considerations of their culture as well as the culture of their client (Ratts & Greenleaf, 2018). In addition, the counselor is charged with understanding the effects of oppression on their clients and gain the ability to respond in a way that considers the circumstances of the client and the structure in which the client experiences the system (Ratts & Greenleaf, 2018).

Multicultural and Social Justice Counseling Competency Quadrants

According to Ratts et al. (2016), the influences of the school counselor and client relationship are integrated into four quadrants. Explored in these quadrants are the multifaceted dynamics between the school counselor and the clients that are needed to be considered by the counselor to be more culturally competent. For the purpose of the MSJCC, privileged persons are described as those individuals who the power and privilege in society (Adams et al., 2013; Roysircar, 2008). Marginalized persons are regarded to be those individuals who are oppressed in society and who lack systemic advantages provided to the privileged group. The four quadrants of the MSJCC are: (a) privileged counselor-marginalized client; (b) privileged counselor-privileged client; (c) marginalized counselor-privileged client; and (d) and marginalized counselor-marginalized client (Ratts et al., 2016).

The privileged counselor-marginalized client quadrant described the interaction between the counselor and client when the counselors hold the social power and privilege over the client. For example, in this relational dynamic, a White counselor could be working with a client of color. The privileged counselor-privileged client characterizes the interaction between the counselor and client when both parties hold social power and privilege within society. For instance, a White counselor could be working with a White student. The marginalized counselors-privileged client quadrant reflects the relationship of a client who holds the social power and privilege over a counselor. In this instance, a counselor of color could be working with a White client. Finally, the marginalized counselor-marginalized client describes a relationship where the counselor and client share the same marginalized group identity. In this relationship, a counselor of color

could be working with a student of color (Ratts et al., 2016). Overall, each quadrant describes the relational dynamic that may be experienced by the counselor and client within the MSJCC framework and should be brought into the school counselors' awareness. Within each quadrant, counselors are expected to expand their understanding in the areas of self-awareness, client worldview, the counseling relationship, and counseling advocacy and interventions (Ratts et al., 2016).

Multicultural and Social Justice Counseling Competency Developmental Domains

Ratts et al. (2016) organized four developmental competencies of MSJCC that should motivate school counselors' behaviors and best practices to drive success. The four developmental competencies are: (a) attitudes and beliefs, (b) knowledge, (c) skills, and (d) action. Attitudes and beliefs describe the counselor's awareness of their values, belief, biases, and their societal status. School counselors who are aware of their attitudes and beliefs are innately conscious of their strengths and limitations when working with clients (Ratts et al., 2016).

The knowledge component of MSJCC requires school counselors to be knowledgeable about the effects of their assumptions, values, beliefs, and biases on their relationship with the client and their worldview. In addition, knowledgeable counselors seek to understand the worldview of the client and explore the communication needs of the client based on their worldview (Ratts et al., 2016). The skills component of MSJCC requires competent counselors to be reflective and acquire critical thinking skills that will provide insight into their assumptions, values, beliefs, and biases based on their worldview. In the skills component, counselors are expected to analyze their worldviews in contrast to others and apply this knowledge in real world settings. In the action

component of MSJCC, the counselor is required to take measurable steps in learning about their assumptions, values, beliefs, and biases through professional developments, and community emersion (Ratts et al., 2016).

Multicultural Interventions

Everyone has biases, and often these biases are subconscious in nature (Paterson, 2017). To combat the biases we all innately possess, understanding the triggers and roots of these biases are vital. To create awareness, we can do the following: recognize our emotions in stressful situations and take notes of the antecedents, create a space of empathy by reflecting on what it was like when you have been prejudged, have genuine interactions with individuals of different races and cultures to combat some of the preconceived notions you have developed, have transparent conversations about your biases, be upfront when appropriate and share your findings when working with others, and reflect on the effect your experiences have on your biases (Paterson, 2017). It is important that policies and interventions are created to moderate how staff form expectations of their students to minimize the effect of these biases (Papageorge et al., 2020). Multicultural competency is reaching beyond the teaching of other cultures and includes the process of searching within the individual for self-exploration (Ratts & Greenleaf, 2018).

As diversity in the United States education system expands, the need increases for school staff to be racially and culturally diverse to address equally the wholistic needs of all students and parents (Ratts & Greenleaf, 2018). Cultural diversity training can be used as a tool to combat stereotypes, unconscious racism, and colorblind policies (Taylor et al., 2019). The goal of cultural diversity training is to increase (a) awareness, (b) gain

knowledge, and (c) acquire skills to work with others from diverse cultures. The awareness goal of cultural diversity training is to increase the awareness of the subconscious influences of stereotypes, beliefs, perceptions, and ideals toward another population that affect people's behavior (Devine et al., 2012). A professional's lack of awareness may contribute to his/her contribution to institutional racism resulting in a lack of trust and create a reluctance to participate in school-based activities. During cultural diversity trainings, participants participate in activities/exercises/surveys that help uncover their tendency to respond with prejudice. Once participants are aware of their biases or stereotypes, the knowledge portion of cultural diversity training focuses on increasing the individual's knowledge of other cultures (Devine et al., 2012). Non-bias responses and looking at ethnic groups members as individuals instead of a group are taught to counter future bias reactions. During the skills portion of cultural diversity training, individuals learn how to provide equitable services to various cultures (Taylor et al., 2019). Understanding different cultures also allowed the participants to see the similarities within cultures and equip them with the tools needed for positive and relatable interaction based on their ability to identify with the other person (Taylor et al., 2019). This portion of cultural diversity training was where the individuals apply the information learned within the other portions of the training. Using the multicultural and social justice leadership framework developed by Ratts and Greenleaf (2018), school leaders are provided a structure in which can be implemented to help school counselors identify the multicultural and social justice needs of their student body.

The Multicultural and Social Justice Leadership Framework

The Multicultural and Social Justice Leadership Form is a framework created by Ratts et al. (2018) using the guiding principles of MSJCC that provides school counselors a model in which they can address the MSJCC competencies. The MSJFL uses school-based scenarios accompanied with the suggested school counselor's response processes and rationale according to the MSJCC model. Though the MSJFL is not a tool to measure a school counselors' effectiveness in the multicultural and social justice counseling competency, it can be used a response and rationale guide for situations encountered in the school setting by school counselors (Ratts et al., 2018).

In the MSJFL, Ratts et al. (2018) uses a vignette of a Latina Grade 9 female student at a school located on the Mexico-United States border. The following examples are used to model to describe the school counselor's actions and rationale based on their multicultural and social justice proficiency (Ratts et al., 2018): (a.) When Maria's school counselor notices that she has a lot of absences and poor grades, the school counselor considers the students cultural background as a contributing factor. She discovers that racial tension has an effect on Maria attendance and other students' experiences at school. (b.) When working with Maria, the school counselor is aware of the effect that their perceived social status and Marias status as a marginalized student may influence the student and positions themselves as an ally. (c.) When Maria's school counselor is working with her, the counselor considers her cultural values, beliefs, biases, and social identity to create an intervention specifically tailored for her needs. (d.) When working with Maria, the school counselor considers the worldview (thought on immigrations policies and other issues of the Latino community) for both Maria and the counselors and

how their worldviews influence the counselor-student relationship. (e.) When working with Maria, the school counselor explores potential interventions using the socioecological model framework that affect the student on an intrapersonal, interpersonal, and institutional level.

According to Ratts et al. (2018), the leadership interventions created by the school counselor include helping Maria externalization of the cultural and race oppressive beliefs, assisting Maria in identifying supportive peers and family members, and creating a safe space for Maria at school. While these interventions were begun by the investigation of one student, the effects of the interventions created by the depth in which the school counselor investigates the issue with Maria can affect the entire campus, thus creating an opportunity for transformative counselor leadership.

Multicultural and social justice interventions in the school system aid in providing all students with the necessary tools to be successful regardless of their socioeconomic status. Dowden et al. (2021) advocated that the MSJFL is a vital tool that can be used to provide a framework to build school counselors' multicultural and social justice competency in a Title 1 school. Title 1 schools have at least 40% of students come from low-income families (U.S. Department of Education, 2018). Due to the needs of a school labeled as Title 1, school counselors may utilize the MSJCC framework as a guide to create interventions that help overcome the barriers many students in Title 1 schools encounter (Dowden et al., 2021).

Conclusion

Few research studies could be located addressing the roles of the school counselors in relation to discipline disparities. Moreover, few research investigations could be located about interventions designed to provide school counselors with specific tools needed for multicultural competency. If the numerous negative effects of low cultural competency by school personnel for Black students are to be mitigated, investigations are needed involving effective interventions and strategies that could be provided to school leaders and policymakers. Cultural diversity training acknowledges the idea that race is a pivotal part of society (Wiggan & Watson, 2016). Researchers have noted that a multicultural curriculum and anti-racist education approach have positive effects on school culture, school climate, and the academic success of their African American students (Hines et al., 2020; Wiggan & Watson, 2016).

The well documented negative effects of colorblindness paired with differences in teacher versus student race/ethnicity and the statistical presence of discipline disparities suggest a need for a multicultural curriculum and training for staff members (Wiggan & Watson, 2016). In addition, it is not sufficient to analyze the negative effects of colorblind leadership without posing a solution to the issue. Because the development of school programs is an important part of school leadership, it is important that the multicultural training start with the school counselor. Progress to equitable academia and discipline goes far beyond the need of motivational speech. We must not get lost between awareness, motivation, and implementation. It is evident that current education practices and policies have failed to teach, to discipline, and to encourage Black students equitably.

From an educational perspective, Critical Race Theory based programs, such as cultural diversity trainings, provide leadership with knowledge and research that will assist in making race-conscious decisions that lessen educational inequalities and structural racism (Quigley & Mitchell, 2018). Beneficial outcomes for investigating colorblind racial attitudes, multiculturalism, and its relationship with discipline referrals would be used to create solutions to the well documented discipline disparities in the U.S. education system. Due to the nationwide statistics indicating the presence of a need for change at the systemic level, it is critical to investigate solutions to this nationwide issue. In the words of Frederick Douglas in his 1855 slave narrative titled *My Bondage and My Freedom*, “Once thoroughly broken down, who is he that can repair the damage.” In these words, following quote best summarizes the importance of addressing and responding to the years of well documented academic, opportunity, and discipline disparities among Black students: “It is easier to build stronger children, than to repair broken men,” (Anonymous). If we do not make changes in the education system to lessen the disparities among Black students, we are forfeiting the ability to develop well rounded individuals who equally have the tools to become productive citizens (Holcomb-McCoy, 2007).

CHAPTER III

Methodology

Provided in this chapter will be an overview of the research design, participants, instrumentation, and data collection that is used in the study. The purpose of this study was to examine the use of a school counselor multicultural awareness intervention to increase school counselor multicultural self-efficacy and to decrease school counselor color-blind racial attitudes. The research sought to answer the following questions:

1. Does the SCMES Using Data and Understanding Systemic Change subscale score increase after the School Counselor Multicultural Awareness Intervention?
2. Does the SCMES Multicultural Counseling Awareness Subscale score increase after the School Counselor Multicultural Awareness Intervention?
3. Does the SCMES Application of Racial and Cultural Knowledge to Practice subscales increase after the School Counselor Multicultural Awareness Intervention?
4. Does the CoBRAS Unawareness of Institutional Discrimination Subscale score decrease after the School Counselor Multicultural Awareness Intervention?
5. Does the School Counselor's CoBRAS total score decrease after receiving the School Counselor Multicultural Awareness Intervention?

Purpose of the Study

Due to ongoing discipline data that support the need for educational leaders to investigate the specific needs of Black students, the role of the school counselor has evolved to include the role of social justice advocate and change agent. With the increasing demands for the school counselor's role to evolve, it may be important to have interventions to equip school counselors with the needed tools to serve in their newly created role. Although evidence exists about the importance of multiculturalism in the public school system, data are limited about interventions that can be provided to school counselors to increase their multicultural self-efficacy (Dameron et al., 2020). The purpose of this study was to examine interventions to increase school counselor multicultural self-efficacy and decrease school counselor color-blind racial attitudes.

Research Design

A quasi-experimental design was used in this study. In a quasi-experimental design participants are not randomly assigned to either an intervention or to a non-treatment group and measures are taken before and after the intervention for both groups (Heppner, 2016). To examine the effectiveness of the School Counselor Multicultural Awareness Intervention, both the intervention and the non-treatment group were administered the Color-Blind Racial Attitudes Scale (Neville, 2000) and the School Counselor Multicultural Self-Efficacy Scale (Holcomb-McCoy, et al., 2008) as a pretest and posttest. The intervention group received the School Counselor Multicultural Awareness Intervention (SCMAI) following the pretest of both the SCMES and CoBRAS at a school counselors conference at two independent school districts located in the southwest region of Texas. The conference for one ISD was held during their summer

vacation staff development in which participants were able to select the training that they were interested in attending. The other ISD allowed school counselor attendance during a staff development day during the school counselors workday. At the conclusion of the intervention, the intervention group received the Color-Blind Racial Attitudes Scale and the School Counselor Multicultural Self-Efficacy Scale as a posttest. Due to the limited availability of participants, the non-treatment group was recruited via email to school counselors who had not participated in the intervention group but were employed in the two ISD's from which the intervention group was recruited. The non-treatment group completed the pre and posttest within the same day via a link provided if the recipient expressed an interest in participation in addition to an assignment number for tracking. Furthermore, the non-treatment group was provided an opportunity to participate in the School Counselor Multicultural Awareness Training at the conclusion of the study.

Participants

The participants in this study were currently practicing school counselors in the rural and suburban area of southwest United States serving students in Grades K-12. According to the National Center for Education Statistics (2019), in 2015-2016, 80% of K-12 staff in the United States were White, 7% Black, 9% Hispanic, 2% Asian, and 1% Two or More Races.

Sampling Procedure

Participants were obtained using a nonequivalent group design. In a nonequivalent group design, comparisons are made between or among participants preassigned to a group prior to research (Heppner et al., 2016). Preexisting school counseling staff employed by school districts within the rural and suburban area of the

southwest United States were used in this study. Only school counselors employed in the role of school counselor in this geographic area had an opportunity to participate in this study. After recruiting and obtaining informed consent, the school counselors participated in the school counselor multicultural awareness intervention.

Procedures

After conducting a power analysis (Field, 2018), it was determined that 40 participants will be needed to detect a medium size effect for the traditional .05 criterion of statistical significance. Having 40 participants in this investigation ensures that the sample size used is sufficient to allow this researcher to achieve adequate power ($> 80\%$), detect effect, and draw accurate conclusions (Field, 2018). In conclusion, one group of 20 participants and one group of 19 participants were recruited from two independent school districts (ISD) located in the southwestern United States. Only individuals who are currently employed in this geographic area were considered for the study. American School Counseling Association (ASCA) defines school counselors as certified/licensed educators who improve student success for all students by implementing a comprehensive school counseling program (ASCA, 2022). Prior to taking the pretest, participants voluntarily filled out a demographic questionnaire and agreed to informed consent. The interventions took place at one of the ISD's summer school counselor conference in a professional meeting room that comprised of Chromebooks for the participants and a projector for the presentation of the intervention. The other participating ISD allowed school counselor attendance during a staff development day during the school counselors' workday. The intervention for this group also took place in

a professional meeting room that comprised of Chromebooks for the participants and a projector for the presentation.

Instrumentation

The most important part of a research study is the instrument that collects the data (Heppner et al., 2016). The quality of the research largely depends on the demonstrated quality of the instrument used and its ability to measure what it is intended to measure. The reliability and validity of an instrument determines the instrumentations' quality. The ability of the instrument to consistency measure with accuracy under the same circumstance determines an instrument's reliability (Heppner et al., 2016). The validity of an instrument refers to the instruments' ability to measure what it is intended to measure. In this study, the dependent variables are the school counselors' color-blind racial attitude and the school counselor multicultural self-efficacy as well as the subscales of each instrument.

Color-Blind Racial Attitudes Scale

To measure the school counselors' color-blind racial attitude, I used the Color-Blind Racial Attitudes Scale (CoBRAS) (Neville et al., 2000). The CoBRAS is a 20 item Likert scale self-administered assessment and measures participants color-blind racial attitudes (Neville et al., 2000). For the sake of the CoBRAS, color-blind racial attitudes are the extent to which an individual may deny racism and the effect of race on people's lives (Neville et al., 2000). Three subscales constitute the CoBRAS. The three subscales of CoBRAS are unawareness of Racial Privilege which refers to the blindness of the existence of White privilege, unawareness of Institutional Discrimination which refers to a limited awareness of the implications of institutional forms of racial discrimination and

exclusion, and unawareness to Blatant Racial Issues which refer to the indication of unawareness to general, pervasive racial discrimination (Neville et al., 2000).

Reliability. Cronbach alpha is used in statistics to determine how closely items in a group are related (Heppner, 2018). Cronbach's alpha for each of the factors and total score was acceptable and ranged from .70 (blatant racial issues) to .86 (CoBRAS total). These scores indicate sound reliability (Neville et al., 2000).

Validity. Correlations among CoBRAS factors and belief in a just world scales were examined to investigate concurrent validity using factor analysis. A person's belief in a just world encompasses the belief that people normally get what they deserve and are treated fairly (Neville et al., 2000). The CoBRAS factors and the participant's belief in a just world indicated a significant correlation with calculations ranging from .39 to .61 (Neville et al., 2000).

School Counselor Multicultural Self-Efficacy Scale

To access the School Counselors Multicultural Self-Efficacy, I used the School Counselor Multicultural Self-Efficacy Scale (SCMES). The SCMES is a 90-item self-administered Likert scale assessment (Holcomb-McCoy et al., 2008). The SCMES measures the participants' multicultural self-efficacy. In the SCMES, school counselor's multicultural self-efficacy is defined as professional school counselors' perceived abilities to carry out and perform tasks that are relevant and specific to equity among students in K-12 schools, and the ethnically and culturally diverse needs of K-12 students (Holcomb-McCoy et al., 2008). Six subscales are in the SCMES. The six subscales are: knowledge of multicultural concepts which refers to the counselors ability to discuss multicultural concepts such as the influence of racism in counseling, societal issues effect

on student development, students' interaction patterns, and appropriate counseling interventions, using and understanding systematic change which refers to the counselors perceived capabilities to address equity and use data as a tool for advocacy, developing cross-cultural relationships which refers to counselors perceived capability to develop relationships that are culturally diverse, multicultural counseling awareness which refers to the counselors self-awareness and ability to identify their cultural identity and its potential influences on their interactions and interventions with students, multicultural assessment which refers to questions addressing the appropriateness and equity in school test, and application of racial and cultural knowledge to practice refers to the school counselors perceived ability to integrate and apply multiculturalism into their practice (Holcomb et al., 2008).

Reliability. Coefficient alpha is used in statistics to determine how closely items in a group are related (Heppner, 2018). For each of the factors in the SCEMS, the coefficient alpha yielded a .95 for factor 1, .91 for factor 2, .89 for factor 3, .93 for factor 4, .89 for factor 5, and .88 for factor 6 (Holcomb-McCoy et al., 2008). The total coefficient alpha score for SCEMS was high with a coefficient of .93 (Holcomb-McCoy et al., 2008). These calculations indicate a high degree of reliability.

Validity. To create a structure to school counselor multicultural self-efficacy, factor analysis was implemented (Holcomb-McCoy et al., 2008). Factor analysis is a procedure used to reduce the number of variables by detecting structure in a relationship between variables (Holcomb-McCoy et al., 2008). In the SCMES, Multivariate analysis of variance (MANOVA) was conducted to determine the relationship between the multicultural self-efficacy of school counselors and criterion variables such as

demographics, multicultural education, etc. (Holcomb-McCoy et al., 2008). The correlation of the six factors detected in the SCMES and the criterion variables ranged between .50 to .84, which indicate a high degree of relationship (Holcomb-McCoy et al., 2008).

School Counselor Multicultural Awareness Intervention

To address multicultural self-efficacy, I developed an intervention based on the Multicultural and Social Justice Counseling Competency (MSJCC, Ratts et al., 2016) and the Multicultural and Social Justice Framework (MSJLF, Ratts et al., 2016). The purpose of the MSJCC is to address the evolving needs of multiculturalism in the counseling profession and related fields, to describe the multicultural and social justice competency needed in the counseling professional as it relates to accreditation, education, training, supervision, consultation, research, theory, and counseling practice (Ratts et al., 2016). Additionally, the purpose of MSJCC is to include the aspect of social justice to address better the complexities of the counselor-client interactions (Ratts et al., 2016). The four quadrants of the MSJCC are: (a) privileged counselor-marginalized client; (b) privileged counselor-privileged client; (c) marginalized counselor-privileged client; and (d) and marginalized counselor-marginalized client (Ratts et al., 2016).

The Multicultural and Social Justice Framework (MSJLF) was developed by Ratts et al. (2018) to provide a step-by-step leadership guide to address the competencies in Multicultural and Social Justice Counseling Competencies. The MSJFL is organized around the domains, quadrant, and socioecological model used in the MSJCC. The following steps are used in the MSJLF to guide the counselor through a multicultural-social justice framework: (a). Describe the multicultural-social justice issue: Explore how

the problem may be connected to a larger multicultural or social justice issue.; (b).

Counselor self- awareness: school counselors must be conscience of their social group statues and they must understand how their values, beliefs, and biases influence their perception of the multicultural-social justice concern.; (c). Client worldview: The section of the form frames the multi-cultural social justice issue from the cultural framework of the students or students' group that is negatively impacted.; (d). Counseling Relationship: Explore how counselor self-awareness and client worldview influence the relationship between the student and the counselor.; and (e). Counseling and advocacy interventions: This sociological model is used to contextualize leadership interventions. In this study, the method of intervention will be a one session, two-hour staff development using the developed School Counselor Multicultural Awareness Intervention vignette that will be created based on the MSJLF.

Data Collection

Initial approval to conduct this doctoral dissertation was requested and obtained from this researcher's dissertation committee. Once approved by the committee, an application was submitted to the Institutional Review Board at Sam Houston State University. Once this second approval was obtained, I requested the approval of the school district's guidance and counseling directors. Participants were recruited via email enclosed with information pertaining to the purpose of the study, the study's procedures, benefits and risk of participation, confidentiality, duration, limitations, researcher contact information, prior to the ISD school counselor conference to ensure voluntary participation. On the day of the conference and prior to the start of the intervention, the participants agreed to informed consent, answered a demographic questionnaire, and

completed the SCMES and CoBRAS surveys as a pretest via Qualtrics. For the purpose of this investigation, participants met for one, two-hour training. The entire training was conducted in one session to minimize the risk of attrition. Once the intervention was complete, a posttest of the CoBRAS and SCMES was administered to the intervention group. Due to the limited availability of participants, the non-treatment group was recruited via email. The non-treatment group completed the pre and posttest within the same day via a link provided if the recipient expressed an interest in participation in addition to an assignment number for tracking. Afterwards, the data from the intervention and non-treatment group was analyzed to determine if the intervention provided increased school counselor multicultural self-efficacy and decreased school counselor color-blind racial attitudes.

Data Analysis

A mixed Within-Between Groups ANOVA (Fields, 2018) was utilized for data analysis to determine the effectiveness of the School Counselor Multicultural Awareness Intervention on the school counselor's multicultural self-efficacy and color-blind racial attitude. For the purpose of this study, a mixed Within-Between Groups ANOVA analysis is appropriate due to its ability to analyze data sets consisting of groups that have been spilt on two factors using a mixed methods design or a design containing a minimum of one between subjects' factor and one within subjects' factor (Field, 2018). In this study, a mixed Within-Between Groups ANOVA was used to compare the pretest and posttest measures within the intervention and non-treatment group. In SPSS, a mixed Within-Between Groups ANOVA can be used to detect the interaction of all the factors being analyzed due to its ability to analyze all factors simultaneously (Fields, 2018).

Summary

In this chapter, the method and research design of this doctoral dissertation were described. The purpose of this study was to examine interventions to increase school counselor multicultural self-efficacy and decrease school counselor color-blind racial attitudes. The selection of participants was presented along with the instrumentation, intervention, and data collection of the research were discussed. Finally, the method of data analysis was introduced. The results of the research investigation will be presented in Chapter IV.

CHAPTER IV

Results

Restated in this chapter are the purpose and design of the study and is followed by an overview of the descriptive statistics, the research questions, results of the analyses, tables that support the data analysis and a summary of the research findings.

Purpose and Design of the Study

Due to ongoing discipline data that support the need for educational leaders to investigate the specific needs of Black students, the role of the school counselor has evolved to include the role of social justice advocate and change agent. With the rising demands for the school counselor's role to evolve, it may be important to have interventions to equip school counselors with the needed tools to serve in their newly created role. Although evidence exists about the importance of multiculturalism in the public school system, data are limited about interventions that can be provided to school counselors to increase their multicultural self-efficacy (Dameron et al., 2020). The purpose of this study was to examine interventions to increase school counselor multicultural self-efficacy and decrease school counselor color-blind racial attitudes.

A pretest-posttest quasi experimental and non-treatment group design was used in this research investigation. In a pretest-posttest quasi experimental non-treatment group design, participants were not randomized and were assigned to either an intervention or non-treatment group. Measures were taken before and after the intervention for both groups (Heppner, 2016). To examine the effectiveness of the School Counselor Multicultural Awareness Intervention, both the intervention and the non-treatment group was administered the Color-Blind Racial Attitudes Scale (Neville, 2000) and the School

Counselor Multicultural Self-Efficacy Scale (Holcomb-McCoy et al., 2008) as a pretest. The intervention group received the School Counselor Multicultural Awareness Intervention (SCMAI) following the pretest of both the SCMES and CoBRAS at a school counselors conference at two ISDs located in the southwest region of Texas. Due to the limited availability of participants, the non-treatment group was recruited via email. The non-treatment group completed the pre and posttest within the same day via a link provided if the recipient expressed an interest in participation in addition to an assignment number for tracking. Furthermore, the non-treatment group was provided an opportunity to participate in the School Counselor Multicultural Awareness Training at the conclusion of the study.

Descriptive Statistics

Prior to conducting the primary analysis, the researcher checked for appropriate levels of measurement, random sampling, independence of observations, normal distribution, homogeneity of variance, and homogeneity of intercorrelations (Pallant, 2016). No violations of these assumptions were present, with the exception of a Results of Box's Test for Equality of Covariance Matrices was statistically significant for Research Question 5. As a result of Box's statistical significance in Research Question 5, Pillai's trace test for variance was checked and the results were not statistically significant. To determine if the School Counselor Multicultural Awareness Intervention was effective, a mixed Within-Between Groups ANOVA was performed on each dependent variable.

Research Questions

Question 1: Does the SCMES Using Data and Understanding Systemic Change subscale score increase after the School Counselor Multicultural Awareness Intervention?

A mixed Within-Between Groups ANOVA procedure was used to analyze the data. The dependent variable for this analysis was the SCMES Using Data and Understanding Systemic Change subscale which was measured at two different points of time. The between subjects' factor for this analysis was grouping, which consisted of 2 levels: intervention and non-treatment group. Delineated in Table 1 are the descriptive statistics for this subscale.

Table 1

Descriptive Statistics for the Intervention and Non-Treatment Group on the Using Data and Understanding Systemic Change Scale

Testing and Time	<i>n</i>	<i>M</i>	<i>SD</i>
Pretest			
Time One	20	5.23	0.72
Time Two	19	5.19	0.70
Posttest			
Time One	20	5.74	0.68
Time Two	19	5.66	0.66

The null hypothesis for this analysis was that a statistically significant main effect would not be present for time on the SCMES Using Data and Understanding Systemic Change subscale score (and/or) a statistically significant main effect would not be present between the grouping in subscale scores of using data and understanding systemic change. The alternative hypothesis was that a statistically significant main effect would be present for time in SCMES Using Data and Understanding Systemic Change subscale

score (and/or) a statistically significant main effect would be present between the groups in subscale scores of Using Data and Understanding Systemic Change.

Levene's test, conducted to evaluate homogeneity of variance, was not statistically significant. Next checked was Box's Test for Equality of Covariance Matrices which was also not statistically significant. Results of the interaction effect were not statistically significant, Wilks Lambda = .998, $F(1, 37) = 0.06$; $p = .80$, indicating that the intervention group variable was not influenced by the level of the non-treatment group variable. Results of the main effect were interpreted using the multivariate test, therefore bypassing the need to check the assumption of sphericity. The multivariate within-groups ANOVA did reveal the presence of a statistically significant main effect, Wilks Lambda = .531, $F(1, 37) = 32.62$, $p < .001$; multivariate partial $\eta^2 = .47$, indicating a large degree of difference between the samples over time. The main effect for between-factors comparisons was not statistically significant, $F(1, 37) = 0.08$, $p = .76$, indicating that change in SCMES Using Data and Understanding Systemic Change subscale score was not influenced by the participants group assignment.

Based on the results, the null hypothesis was rejected regarding time in SCMES Using Data and Understanding Systemic Change subscale score. The null hypothesis that a statistically significant main effect would not be present between the groups in subscale scores of using data and understanding systemic change was not rejected.

Question 2: Does the SCMES Multicultural Counseling Awareness Subscale score increase after the School Counselor Multicultural Awareness Intervention?

A mixed Within-Between Groups ANOVA procedure was calculated. The dependent variable for this analysis was SCMES Multicultural Counseling Awareness

subscale and was measured at two different points in time. The between subjects' factor for this analysis was grouping, which consisted of two levels: intervention and non-treatment. Table 2 contains the descriptive statistics for this scale.

Table 2

Descriptive Statistics for the Intervention and Non-Treatment Group on the Multicultural Counseling Awareness Scale

Testing and Time	<i>n</i>	<i>M</i>	<i>SD</i>
Pretest			
Time One	20	5.37	0.74
Time Two	19	5.24	0.66
Posttest			
Time One	20	5.89	0.69
Time Two	19	5.75	0.64

The null hypothesis for this analysis was that a statistically significant main effect would not be present for time in SCMES Multicultural Counseling Awareness subscale score (and/or) a statistically significant main effect would not be present between the grouping in scores of SCMES Multicultural Counseling Awareness subscale. The alternative hypothesis was that a statistically significant main effect would be present for time in SCMES Multicultural Counseling Awareness subscale score (and/or) a statistically significant main effect would be present between the groups in scores of SCMES Multicultural Counseling Awareness subscale. First checked was the Levene's test to evaluate homogeneity of variance. Results of Levene's test were not statistically significant. Next checked was Box's Test for Equality of Covariance Matrices which was not statistically significant. Results of the interaction effect were not statistically significant, Wilks Lambda = 1.00, $F(1, 37) = 0.002$; $p = .96$, indicating that the

Intervention group variable was not influenced by the level of the non-treatment group variable.

Next interpreted were the results of the main effect using the multivariate test, therefore bypassing the need to check the assumption of sphericity. The results of the multivariate within-groups ANOVA revealed a statistically significant main effect, Wilks Lambda = .530, $F(1, 37) = 32.83$, $p < .001$, with an effect size of (multivariate partial $\eta^2 = .47$), indicating a large degree of difference between the samples over time. The main effect for the between-factors comparison was not statistically significant, $F(1, 37) = 0.33$; $p = .52$, indicating that change in SCMES Multicultural Counseling Awareness subscale score was not influenced by the participants group assignment.

Based on the results, I reject the null hypothesis regarding time in SCMES Multicultural Counseling Awareness subscale score. Moreover, I failed to reject the null hypothesis concerning a statistically significant main effect between the groups in subscale scores of SCMES Multicultural Counseling Awareness.

Question 3: Does the SCMES Application of Racial and Cultural Knowledge to Practice subscales increase after the School Counselor Multicultural Awareness Intervention?

To address this research question, a mixed Within-Between Groups ANOVA was performed. The dependent variable for this analysis was SCMES Application of Racial and Cultural Knowledge to Practice subscale and was measured at two different points of measurement. The between subjects' factor for this analysis was grouping, which consisted of two levels: intervention and non-treatment group. Delineated in Table 3 are the descriptive statistics for this scale.

Table 3

Descriptive Statistics for the Intervention and Non-Treatment Group on the Y6SCMES Application Scale

Testing and Time	<i>n</i>	<i>M</i>	<i>SD</i>
Pretest			
Time One	20	5.18	0.76
Time Two	19	5.16	0.66
Posttest			
Time One	20	5.84	0.71
Time Two	19	5.73	0.78

The null hypothesis for this analysis was that a statistically significant main effect would not be present for time in SCMES Application of Racial and Cultural Knowledge to Practice subscale score (and/or) a statistically significant main effect would not be present between the grouping in scores of SCMES Application of Racial and Cultural Knowledge to Practice subscale. The alternative hypothesis was that a statistically significant main effect would be present for time in SCMES Application of Racial and Cultural Knowledge to Practice subscale score (and/or) a statistically significant main effect would be present between the groups in scores of SCMES Application of Racial and Cultural Knowledge to Practice subscale. Levene's test, conducted to evaluate homogeneity of variance, did not yield statistically significant results. Box's Test for Equality of Covariance Matrices, the next checked assumption, did not yield statistical significance. Results of the interaction effect were not statistically significant, Wilks Lambda = .993, $F(1, 37) = 0.27$; $p = .61$ indicating that the Intervention group variable was not influenced by the level of the non-treatment group variable. Next interpreted

were the results of the main effect using the multivariate test, therefore bypassing the need to check the assumption of sphericity.

The results of the multivariate Within-Groups ANOVA procedure revealed a statistically significant main effect, Wilks Lambda = .416, $F(1, 37) = 51.88$, $p < .001$, with an effect size of (multivariate partial $\eta^2 = .58$), indicating a large degree of difference between the samples over time. The main effect for between-factors comparisons was not statistically significant, $F(1, 37) = 0.09$, $p = .75$, indicating that change in SCMES Application of Racial and Cultural Knowledge to Practice subscale score was not influenced by the participants group assignment.

Based on the results, the null hypothesis was rejected concerning time in SCMES Application of Racial and Cultural Knowledge to Practice subscale score. Furthermore, I failed to reject the null hypothesis regarding the groups in subscale scores of SCMES Application of Racial and Cultural Knowledge to Practice.

Question 4: Does the CoBRAS Unawareness of Institutional Discrimination Subscale score decrease after the School Counselor Multicultural Awareness Intervention?

To answer this research question, a mixed Within-Between Groups ANOVA procedure was calculated. The dependent variable for this analysis was CoBRAS Unawareness of Institutional Discrimination subscale and was measured at two different points of measurement. The between subjects' factor for this analysis was grouping, which consisted of two levels: intervention and non-treatment. Revealed in Table 4 are the descriptive statistics for this scale.

Table 4

Descriptive Statistics for the Intervention and Control Group on the Unawareness of Institutional Discrimination Scale

Testing and Time	<i>n</i>	<i>M</i>	<i>SD</i>
Pretest			
Time One	20	2.71	0.78
Time Two	19	2.61	1.02
Posttest			
Time One	20	2.79	0.70
Time Two	19	2.87	1.29

The null hypothesis for this analysis was that a statistically significant main effect would not be present for time in CoBRAS Unawareness of Institutional Discrimination subscale score (and/or) a statistically significant main effect would not be present between the grouping in subscale scores of CoBRAS Unawareness of Institutional Discrimination. The alternative hypothesis was that a statistically significant main effect would be present for time in CoBRAS Unawareness of Institutional Discrimination subscale score (and/or) that a statistically significant main effect would be present between the groups in subscale scores of CoBRAS Unawareness of Institutional Discrimination. First conducted was the Levene's test to evaluate homogeneity of variance. Results of Levene's test were not statistically significant. Next checked was the Box's Test for Equality of Covariance Matrices. Results of Box's Test for Equality of Covariance Matrices were not statistically significant. Results of the interaction effect were not statistically significant, Wilks Lambda = .980, $F(1, 37) = 0.74$, $p = .12$, indicating that the Intervention group variable was not influenced by the level of the non-treatment group variable.

The results of the main effect were interpreted using the multivariate test, therefore bypassing the need to check the assumption of sphericity. The results of the multivariate Within-Groups ANOVA did not reveal a statistically significant main effect, Wilks Lambda = .936, $F(1, 37) = 2.52$, $p = .12$, indicating that one variable was not influenced by the other variable over time. The main effect for between-factors comparisons was also not statistically significant, $F(1, 37) = 0.003$; $p = .96$, indicating that change in CoBRAS Unawareness of Institutional Discrimination subscale score was not influenced by the participants group assignment.

Based on the results, I failed to reject the null hypothesis concerning time in CoBRAS Unawareness of Institutional Discrimination subscale score. Moreover, I failed to reject the null hypothesis concerning the groups in subscale scores of CoBRAS Unawareness of Institutional Discrimination.

Question 5: Does the School Counselor's CoBRAS total score decrease after receiving the School Counselor Multicultural Awareness Intervention?

To address this research question, a mixed Within-Between Groups ANOVA procedure was conducted. The dependent variable for this analysis was CoBRAS Total Score and was measured at two different points of measurement. The between subjects' factor for this analysis was grouping, which consisted of two levels: intervention and non-treatment. Revealed in Table 5 are the descriptive statistics for this research question.

Table 5

Descriptive Statistics for the Intervention and Non-Treatment Group on the Mean of Survey 2 Questions (i.e., Q1.2 Through Q20.2)

Testing and Time	<i>n</i>	<i>M</i>	<i>SD</i>
Pretest			
Time One	20	3.49	0.38
Time Two	19	3.48	0.71
Posttest			
Time One	20	3.49	0.32
Time Two	19	3.71	0.84

The null hypothesis for this analysis was that a statistically significant main effect would not be present for time in CoBRAS Total Score (and/or) that a statistically significant main effect would be present between the grouping in CoBRAS Total Score. The alternative hypothesis was that a statistically significant main effect would be present for time in CoBRAS Total Score (and/or) that a statistically significant main effect would be present between the groups CoBRAS Total Score. The Levene's test, conducted to evaluate homogeneity of variance, did not yield statistically significant results. Next checked was the Box's Test for Equality of Covariance Matrices. Results of Box's Test for Equality of Covariance Matrices were statistically significant. Accordingly, the Pillai's trace test for variance was then checked and the results were not statistically significant. Results of the interaction effect were also not statistically significant, Wilks Lambda = .958, $F(1, 37) = 1.64$, $p = .21$, indicating that the Intervention group variable was not influenced by the level of the non-treatment group variable.

Next interpreted were the results of the main effect using the multivariate test, therefore bypassing the need to check the assumption of sphericity. The results of the

multivariate Within-Groups ANOVA did not reveal a statistically significant main effect, Wilks Lambda = .952, $F(1, 37) = 1.87$, $p = .18$, indicating no difference between the samples over time. The main effect for between-factors comparisons was also not statistically significant, $F(1, 37) = 0.22$, $p = .53$, indicating that change in CoBRAS Total Score was not influenced by the participants group assignment.

Based on the results, I failed to reject the null hypothesis regarding time in CoBRAS Total Score. Furthermore, I failed to reject the null hypothesis concerning the groups in CoBRAS Total Score.

Summary

In this chapter, the results of the statistical analyses and the statistical tests that were performed were discussed. Data collected in this quasi-experimental investigation were analyzed using Mixed Within-Between Groups ANOVA procedures. In the next chapter, a summary of the study and a discussion of the findings will occur. In addition, the next chapter will discuss implications for practice and recommendations for future research studies and training. Finally, a conclusion of the important aspects of this dissertation will be provided.

CHAPTER V

Discussion

The purpose of this study was to examine an intervention to increase school counselor multicultural self-efficacy and decrease school counselor color-blind racial attitudes. Through the within-between groups ANOVA, I captured the effect of the School Counselor Multicultural Awareness Intervention on the self-efficacy and color-blind racial attitudes of professional school counselors. In this chapter I will summarize the study, discuss the findings of the study, and provide implications for counselor educators and professional school counselors. This chapter will also conclude with recommendations for further research.

Summary of the Study

The American School Counselor Association National Model highlights the need for school counselor competency in the areas of leadership, advocacy, collaboration, and systemic change (2019). According to the American Counseling Association (ACA) *Code of Ethics* Preamble, honoring diversity and embracing a multicultural approach is a core value in the counseling profession (ACA, 2014). Additionally, school counselors are responsible for addressing social issues that affect the students they serve by providing remedies to their obstacles (Better-Bubon & Schultz, 2017). School counseling training programs and school districts benefit from the ability to develop multiculturally competent and confident school counselors.

A quasi-experimental design was used to explore the effect of the school counselor multicultural awareness training on the self-efficacy and color-blind racial attitudes of professional school counselors. Due to the intervention taking place at school

counselors conference for two independent school districts (ISD), a non-random criterion was used for participant group assignment to either the experimental or control group (Heppner et al., 2016). After conducting a power analysis (Field, 2018) it was determined that 40 participants would be needed to detect a medium size effect for the traditional .05 criterion of statistical significance. Data was collected in two different forums. One of the ISD's intervention took place during a summer school counselor conference. The other ISD participating ISD allowed school counselor attendance during a staff development day during the school counselors workday. The training took place at two independent school district (ISD) professional school counselor conferences located in the southwest region of the United States. Only individuals who were currently employed as professional school counselors in this geographic area were considered for the study.

Prior to the start of the training participants received an assigned number to maintain confidentiality and a link to the pre and post surveys, then completed a demographic questionnaire and the School Counselor Multicultural Self-Efficacy Scale (SCMES) and the Colorblind Racial Attitude Scale (CoBRAS) as the pretest. After the School Counselor Multicultural Awareness Intervention, the participants used the same number given as an identifier to complete the School Counselor Multicultural Self-Efficacy Scale and the Colorblind Racial Attitude Scale as the posttest. To collect control group participants, I sent a recruitment email to professional school counselors employed in the two ISD's from the intervention participant pool but who had not participated in the intervention. The professional school counselors who expressed interest via email received an assigned number for tracking and confidentiality in addition to the link to the School Counselor Multicultural Self-Efficacy Scale (SCMES) and the Colorblind Racial

Attitude Scale (CoBRAS) and survey completion instructions. The control group was instructed to complete the surveys twice as a pre- and post-test within the same day.

Discussion of the Findings

This study was grounded in critical race theory (CRT) which asserts racism is embedded into institutions within the United States. The most basic belief among CRT theorists is the premise that racism is normal (Rector-Aranda, 2016). According to Critical Race Theory, colorblind systems function under the false premise that racial discrimination and power dynamics do not exist, which creates bias and inequality (Dutil, 2020). In addition, the Critical race theory offers a race-conscious approach for solutions and understanding of educational inequalities (Zamudio et al., 2010). In a race conscious approach, there is consideration for the idea that some groups in society are at risk for greater harm given historical and structural forms of power. In other words, the critical race theory identifies race as a central construct for dissecting everyday practices and behaviors that have inadvertently maintained racism for hundreds of years to make it invisible and instinctive to well-meaning individuals (Rector-Aranda, 2016). Additionally, critical race theory offers the effects of racism as a lens to analyze and create solutions to inequalities. Essentially, the theoretical foundation of critical race theory is that race matters, history matters, voice matters, interpretation matters, and praxis matters in our everyday practices and behaviors (Zamudio et al., 2010).

School counselors encounter students from a multitude of backgrounds and socioeconomic statuses. The notion that race matters, history matters, voice matters, and interpretations matter creates intentionality in our practices as school counselors due to the multicultural aspects of our field of work. Researchers have addressed the need for

more race conscious conversations to address the racial discipline disparities experienced in the K-12 school system (Carter & Gutwein, 2017; Mullen & Lambie, 2016). To align with the current needs of the school system, school counselors are ethically responsible for supporting underserved and at-risk populations (American School Counselor Association, 2014). In a study conducted by Nelson et al. (2015), when evaluating the cultural competence of faculty and staff at their school, seven out of 20 participating school counselors described the experience as eye opening due to changes in their understanding of cultural competence.

To achieve the goal of being an agent of change and a participant in the social justice aspect within the school system, school counselors' self-efficacy in the areas of multiculturalism and social justice are imperative. Self-efficacy can be a catalyst for motivation and willingness to implement and complete any task (Bandura, 1997). Dameron et al. (2018) determined that school counselors who consistently interact with multicultural content have a higher perceived multicultural competency than those who take a single course. The results of this study might help contribute to a growing body of research that provides evidence supporting the ability of intentional multicultural awareness conversations, through intentional school counselor trainings, as a tool to increase multicultural self-efficacy among school counselors (i.e. Nelson et al., 2015; Ratts & Greenleaf, 2018).

The outcomes of the SCMES Using Data and Understanding Systematic change, Multicultural Counseling Awareness, and Application of Racial and Cultural Knowledge to Practice subscales had a statistically significant main effects for time. However, it was anticipated that the group receiving the training would show a statistically significant

result for time while the non-treatment group would not show a statistically significant results for time, but these results show that both the intervention and control group experienced growth between the pre- and posttest. Upon closer consideration of the research design, the unexpected results could be explained due to the multicultural content exposure that the participants received during while taking the pre and posttest, which might have been thought provoking. In other words, the SCMES itself might have provided an educational benefit that was unanticipated.

The goal of cultural diversity training is to increase (a) awareness, (b) gain knowledge, and (c) acquire skills to work with others from diverse cultures, and the awareness goal of cultural diversity training is to increase the awareness of the subconscious influences of stereotypes, beliefs, perceptions, and ideals toward another population that affect people's behavior (Devine et al., 2012). According to Paterson (2017), awareness of our unconscious biases and subconscious nature can be created through reflecting and transparent conversations. Therefore, it's possible that by taking the assessments, the control group experienced a level of increased awareness that led them to indicate a statistically significant increase in multicultural competence across these three subscales, which could suggest that the process of reflection might be an unintended outcome of taking the SCMES, therefore it might be an added benefit of this instrument. While this research study did not result in a main effect for between groups, suggesting that the increased level of multicultural awareness within both groups was not due to the intervention alone, the statistically significant main effect within both groups from pre-test to post-test suggests that the mere exposure to multicultural content in the form of the SCMES could have been beneficial to the participants.

On the other hand, the CoBRAS Unawareness of Institutional Discrimination subscale and the participants CoBRAS total score did not have a statistically significant main effect within or between groups. These results suggest that the intervention did not have an impact on the participants awareness in levels of racial prejudice and their belief that society is just and fair (Neville et al, 2000).

The COBRAS aspect of the current study is comparable to a previous study that examined the role of colorblind racial attitudes in the development of social justice self-efficacy with students training in a psychology program. Gushue et al., (2022) found that higher levels of critical reflection were related to a greater awareness of racism. Brinkman and Donohue (2020) found that while trainees were open to discussing and recognizing the impact of social oppression on their work, they often limit their perception of the person's experiences to an individual or inevitable cause. One possible explanation for the lack of statistical significance of the CoBRAS total score and Unawareness of Institutional Discrimination subscale is that while the School Counselor Multicultural Awareness Intervention was beneficial to increase the participants' reported multicultural awareness, the intervention might have lacked the necessary ability to impact the critical reflection needed to influence the participants' overall awareness of societal racism. Another possible explanation is that there was not enough time between the pretest and the posttest to detect changes in the participants' critical reflection, or that not enough time lapsed for the critical reflection changes to impact the participants' perspectives.

Limitations

Some conditions of the quasi-experiment limited generalizability due to the non-randomization of selecting participants at their ISD school counselor's conference. The intervention was implemented during one participating school district's school counselors conference held during the summer. In one particular ISD, the school district counselors were on vacation during the summer; therefore, the pool of participants for this school district voluntarily participated and it can be assumed they had a desire for professional development in the area of multiculturalism due to their choice of attendance in the intervention session. It may be possible that the pool of participants are also not a true representation of the district at large because those who chose to attend the multicultural awareness training may have been more open to expanding their knowledge and awareness in multiculturalism. In addition, all participants were employed in two diverse school districts. School counselors who work with students from varying socioeconomic status might have a difference in perceived multicultural self-efficacy or difference in colorblind racial attitude ratings. Another limitation is the school counselor's variation of work experience. School counselors with more experience may have a different level of exposure to multiple cultures; therefore, they may be more confident when working with students of different cultures. Participant demographic characteristics could play a role in the participants worldview and could, therefore, influence their level of perceived multicultural self-efficacy and colorblind racial attitudes. An additional limitation is the intervention length. Because the intervention took place as a one-time staff development, the trainings short time span might have lessened the probability that the participants experience a change in mind set. A final limitation is the use of the School

Counselor Multicultural Self-Efficacy Scale and the Color-blind racial attitude Scale, which are self-reporting surveys. When self-reporting, participant answers might be biased because the respondent could be apprehensive to reveal their private thoughts (Heppner et al., 2016).

Implications for Practice

Most literature to date examines training expectations and reactions to interventions for fields other than school counseling. In the present study, I was able to examine school counselors' reaction through a baseline pre- and post-test for growth in multicultural self-efficacy and color-blind racial attitude. According to the National Center for Education statistics (2019) 75% of total student enrollment were students of color and researchers have expressed the need for more race conscious conversations to address the racial discipline disparities experienced in the K-12 school system (Carter & Gutwein, 2017; Mullen & Lambie, 2016). The school counselor focus of this study will add to the literature for a potential avenue to developing school counselors that are multiculturally competent to meet the growing need of our constantly growing diverse student body.

Based on the results, the school counselor multicultural awareness training or the exposure to the content in the SCMES might be beneficial to do as a school counselors staff development due to its demonstrated potential to increase school counselor' multicultural self-efficacy, as reflected in the statistically significant increase on scores from pretest to posttest, but not due to the independent variable. Furthermore, although the study did not reveal a statistical significance between groups, it might be beneficial to use the training to construct a safe space for multicultural self-efficacy reflection similar

to the questions presented in the SCMES to stimulate multicultural awareness in school counselors.

One of the benefits of this study was the ability to create a safe space for self-reflection in the Likert scale surveys and important conversations during the intervention's sessions. Multicultural focused conversations are vital for school counselors due to our ethically responsibility to advocate for the at-risk and underserved student populations (ASCA, 2016). A safe space is a place or environment in which a person can feel confident that they will not be judged, criticized, harassed, or face emotional or physical harm due to their ideas, actions, or conversations (Sykes & Gacago, 2018). Safe spaces can create an opportunity for school counselors to be transparent about uncomfortable topics and are vital during the current climate.

Critical Race Theory (CRT) is defined as the support of the idea that social constructs are decided by the dominant culture/race (Zamudio et al., 2010). CRT identifies race as a central construct for dissecting everyday practices and behaviors that have inadvertently maintained racism for hundreds of years as so to make it invisible and instinctive, even to well-meaning individuals (Rector-Aranda, 2016). Currently, in the United States there has been a highlight of racial injustices and an increased awareness of what some may suggest as societal racism. The idea that school counselors must be aware of the effects of oppression and society structure has on their students and how this impacts the counselor/student relationship (Ratts, et al. 2016) is an ideal that is supported within the CRT framework which asserts that race, history, voice, interpretations, and praxis matters in everyday practices and behaviors (Zamudio et al., 2010).

Due to the recent politicizing of the CRT, it has become a trending topic of conversation and debate for those who may reject the idea that racism is embedded within the United States institutions. The SCMES and CoBRAS surveys used for the pre and posttest require reflection of many of the foundational ideals present in the critical race theory. Through the use of a safe space, the participants were able to engage in these topics without the uncomfortable stigma that may arise when discussing race and the impact of cultural experiences.

Some of the ways that a safe space can be created to cultivate uncomfortable, yet vital conversations are to be transparent at the start of the conversation. Making the parties involved aware that the conversation is an opportunity to learn about and from one another instead of a place to debate one's personal thoughts and experiences. Another element of this training that could have contributed to the safe space environment is the exclusion of a campus administrator. Because school administration are viewed as supervisors, the omission of administration might have also had an impact the participants ability to engage in uncomfortable conversations. In addition, a safe space can be created by the vulnerability of the speaker. If the leader of the conversation is transparent about their fears, thoughts, and past experiences, it can create a space for others to do so without the feeling of judgement. While vulnerability and transparency are important, it is also vital that the self- discloser is intentional, purposeful and meaningful to the topic. As the leader of the conversation, you need to be sure to leave space for others to feel comfortable with expressing contrary ideas. Being inclusive is another way to create a safe space. Focusing on commonalities and making all ideas welcome by sharing the floor for speaking and listening. Finally, because the trainer was

a currently practicing school counselor, relatability may have enhanced the participants ability to comfortably engage in controversial topics.

Recommendations for Further Research

The result of this study recognizes the ability for growth of multicultural self-efficacy for school counselors. Because our awareness and self-exploration is often influenced by ongoing life experiences, research on the development of multicultural self-efficacy over the course of a program or over the course of an extensive training to explore the impact of multicultural self-efficacy over time would be beneficial. One might also consider replicating the study with the use of true random assignment between groups to increase the likelihood of reliability. Moreover, a longitudinal design might be beneficial to examine whether the effects of the multicultural awareness training manifest after a period of time. For example, a longitudinal study by Gonzalez-Voller, et. al, (2020) revealed that participants multicultural counseling competence increased over the course of their counseling training program. Perhaps the school counselor awareness training might have a delayed effect, one that the participant uses to reflect while in the field of school counseling. In addition, further research should include an intervention aspect that can impact the critical reflection needed to possibly influence the participants overall awareness of societal racism (Gushue et al., 2022). Finally, based on the results, further examination of potential increased awareness that might come from the use of the SCMES absent any additional training may be beneficial to research.

Conclusion

This study adds to the growing body of evidence regarding the possible impact of multicultural conversations on multicultural self-efficacy. This quasi-experimental study explored the use of a School Counselor Multicultural Awareness Intervention derived from the concepts used in the Multicultural and Social Justice Counseling Competency (MSJCC) by Ratts and Greenleaf (2018) to increase school counselor multicultural self-efficacy and decrease school counselor color-blind racial attitudes. Based on the research questions selected, I examined the pre and post data using a mixed-between groups ANOVA. Only the within groups for the SCMES Using Data and Understanding Systematic change, Multicultural Counseling Awareness, and Application of Racial and Cultural Knowledge to Practice subscales had a statistically significant main effects for time. The data in this study established a baseline for further research in multicultural training for school counselors. These findings can be beneficial to counselor training programs, counselor educators, and school districts due to the multicultural content exposure that may have provided an educational benefit during the participants pre and posttest that may have been thought provoking and increased the school counselor's multicultural self-efficacy.

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APPENDIX A



Sam Houston State University
Consent for Participation in Research

KEY INFORMATION FOR: *DECREASING BIAS BY CHANGING PERCEPTIONS: AN EXPERIMENTAL STUDY ADDRESSING PRECONCEPTIONS AMONG SCHOOL COUNSELORS.*

You are being asked to be a participant in a research study about school counselor multicultural self-efficacy and colorblind racial attitudes. You have been asked to participate in the research because you are a currently practicing, certified school counselor and may be eligible to participate. We ask that you read this form and ask any questions you may have before agreeing to be in the research.

WHAT IS THE PURPOSE, PROCEDURES, AND DURATION OF THE STUDY?

With the rising demands for the school counselor's role to evolve, it may be important to have interventions to equip school counselors with the needed tools to serve in their newly created role. Although evidence exists about the importance of multiculturalism in the public school system, data are limited about interventions that can be provided to school counselors to increase their multicultural self-efficacy (Dameron et al., 2020).

The purpose of this study will be to examine interventions to increase school counselor multicultural self-efficacy and decrease school counselor color-blind racial attitudes. By doing this study, we hope to learn explore the use of multicultural education to affect the school counselor's multicultural self-efficacy and colorblind racial attitude. Participation in this research will last about 2 hours and 1 day.

During the School Counselor Professional Development those who choose to participate in the study will be moved to a private room. Participants will be assigned to either an intervention or control group: Randomized assignment will be used to allocate 40 participants. All 40 participants will take pretest. The 40 participants will then be broken into two groups of 20. Twenty of the participants will attend the multicultural awareness training and 20 of the participants will not attend the multicultural awareness training (the control group will be asked to not converse about the pretest and no other training will address multiculturalism at the professional development). After two hours, those who did not attend the training will return to the private room for a posttest.

The questions in the pre and posttest are designed to assess the school counselor's multicultural self-efficacy and colorblind racial attitude.

****The control group will be provided an opportunity to participate in the School Counselor Multicultural Awareness Training at the conclusion of the study.**

WHAT ARE REASONS YOU MIGHT CHOOSE TO VOLUNTEER FOR THIS STUDY?

The role of the school counselor has evolved to include the role of social justice advocate and change agent. With the rising demands for the school counselor's role to evolve, it may be important to have interventions to equip school counselors with the needed tools to serve in their evolving role. The outcome of this study will enable the school counselor to gain awareness of their world view, knowledge of its possible effects, the world view of the client (student) and its impact on the counselor/student relationship, the counselor's ability to be reflective, and the application of these world views as it relates to the everyday job of a school counselor. (No compensation will be given for this study.)

For a complete description of benefits, refer to the Detailed Consent.

WHAT ARE REASONS YOU MIGHT CHOOSE NOT TO VOLUNTEER FOR THIS STUDY?

Race will be discussed in this training and the topic could make participants temporarily uncomfortable. No risks beyond those associated with everyday living are anticipated with this study.

For a complete description of risks, refer to the Detailed Consent.

DO YOU HAVE TO TAKE PART IN THE STUDY?

If you decide to take part in the study, it should be because you really want to volunteer. You will not lose any services, benefits, or rights you would normally have if you choose not to volunteer.

WHAT IF YOU HAVE QUESTIONS, SUGGESTIONS OR CONCERNS?

The person in charge of this study is Tershundrea Branch of the Sam Houston State University Department of Counselor Education. Tershundrea Branch is working under the supervision of Dr. Timothy Brown. If you have questions, suggestions, or concerns regarding this study or you want to withdraw from the study his contact information is: Dr. Timothy Brown-Principal Investigator's faculty supervisor [REDACTED]. If you have any questions, suggestions or concerns about your rights as a volunteer in this research, contact the Office of Research and Sponsored Programs – Sharla Miles at [REDACTED] or e-mail ORSP at [REDACTED].

Sam Houston State University

Consent for Participation in Research

DETAILED CONSENT: DECREASING BIAS BY CHANGING PERCEPTIONS: AN EXPERIMENTAL STUDY ADDRESSING PRECONCEPTIONS AMONG SCHOOL COUNSELORS.

Why am I being asked?

You are being asked to be a participant in a research study about school counselor multicultural self-efficacy and colorblind racial attitudes conducted by Tershundrea Branch of the Sam Houston State University Department of Counselor Education. I am conducting this research under the direction of Dr. Timothy Brown. You have been asked to participate in the research because you are a currently practicing, certified school counselor and may be eligible to participate. We ask that you read this form and ask any questions you may have before agreeing to be in the research.

Your participation in this research is voluntary. Your decision whether or not to participate will involve no penalty or loss of benefits to which the subject is otherwise entitled, and the subject may discontinue participation at any time without penalty or loss of benefits to which the subject is otherwise entitled.

Why is this research being done?

With the rising demands for the school counselor's role to evolve, it may be important to have interventions to equip school counselors with the needed tools to serve in their newly created role. Although evidence exists about the importance of multiculturalism in the public school system, data are limited about interventions that can be provided to school counselors to increase their multicultural self-efficacy (Dameron et al., 2020). The purpose of this study will be to examine interventions to increase school counselor multicultural self-efficacy and decrease school counselor color-blind racial attitudes. During the School Counselor Professional Development those who choose to participate in the study will be moved to a private room. Participants will be assigned to either an intervention or control group: Randomized assignment will be used to allocate 40 participants. All 40 participants will take pretest. The 40 participants will then be broken into two groups of 20. Twenty of the participants will attend the multicultural awareness training and 20 of the participants will not attend the multicultural awareness training (the control group will be asked to not converse about the pretest and no other training will address multiculturalism at the professional development). After two hours, those who did not attend the training will return to the private room for a posttest.

The questions in the pre and posttest are designed to assess the school counselor's multicultural self-efficacy and colorblind racial attitude.

****The control group will be provided an opportunity to participate in the School Counselor Multicultural Awareness Training at the conclusion of the study.**

What is the purpose of this research?

The purpose of this study will be to examine interventions to increase school counselor multicultural self-efficacy and decrease school counselor color-blind racial attitudes.

What procedures are involved?

If you agree to be in this research, we would ask you to do the following things:

During the School Counselor Professional Development those who choose to participate in the study will be moved to a private room.

Participants will be assigned to either an intervention or control group: Randomized assignment will be used to allocate 40 participants. All 40 participants will take pretest. The 40 participants will then be broken into two groups of 20. Twenty of the participants will attend the multicultural awareness training and 20 of the participants will not attend the multicultural awareness training (the control group will be asked to not converse about the pretest and no other training will address multiculturalism at the professional development).

After two hours, those who did not attend the training will return to the private room for a posttest.

The questions in the pre and posttest are designed to assess the school counselor's multicultural self-efficacy and colorblind racial attitude.

What are the potential risks and discomforts?

No risks beyond those associated with everyday living are anticipated with this study. Any risk, discomforts, or inconveniences are highly unlikely. However, racism will be discussed in this training. This topic could make participants temporarily uncomfortable.

Are there benefits to taking part in the research?

The outcome of this study will enable the school counselor to gain awareness of their world view, knowledge of its possible effects, the world view of the client (student) and its impact on the counselor/student relationship, the counselor's ability to be reflective, and the application of these world views as it relates to the everyday job of a school counselor.

What other options are there?

The only option is not participating in the study.

What about privacy and confidentiality?

The only people who will know that you are a research participant are members of the research team. No information about you, or provided by you during the research will be disclosed to others without your written permission, except:

- if necessary to protect your rights or welfare (for example, if you are injured and need emergency care or when the SHSU Protection of Human Subjects monitors the research or consent process); or
- if required by law.

When the results of the research are published or discussed in conferences, no information will be included that would reveal your identity. If photographs, videos, or audiotape recordings of you will be used for educational purposes, your identity will be protected or disguised.

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission or as required by law.

Data involving this study will be destroyed 3 years after the study. The participants will complete questionnaires digitally via Qualtrics, which is password protected. In addition, participants will be deidentified by the assigning of a number therefore the participants' identity will remain anonymous. Moreover, the intervention will take place in a private room that will be closed to the public. Your survey responses will be kept confidential to the extent of the technology being used. Qualtrics collects IP addresses for respondents to surveys they host; however, the ability to connect your survey responses to your IP address has been disabled for this survey. That means that I will not be able to identify your responses. You should, however, keep in mind that answers to specific questions may make you more easily identifiable. The security and privacy policy for Qualtrics can be viewed at <https://shsu.co1.qualtrics.com/homepage/ui>

What if I am injured as a result of my participation?

In the event of injury related to this research study, you should contact your physician or the University Health Center. However, you or your third-party payer, if any, will be responsible for payment of this treatment. There is no compensation and/or payment for medical treatment from Sam Houston State University for any injury you have from participating in this research, except as may be required of the University by law. If you feel you have been injured, you may contact the researcher, Tershundrea Branch at [REDACTED].

What are the costs for participating in this research?

There are no costs for which the participant will be responsible.

Will I be reimbursed for any of my expenses or paid for my participation in this research?

No compensation will be given for this study.

Can I withdraw or be removed from the study?

You can choose whether to be in this study or not. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind. You may also refuse to answer any questions you don't want to answer and still remain in the study. The investigator may withdraw you from this research if circumstances arise which warrant doing so.

Who should I contact if I have questions?

The researcher conducting this study are Tershundrea Branch. You may ask any questions you have now. If you have questions later, you may contact the researchers at: Phone: [REDACTED]

What are my rights as a research subject?

If you feel you have not been treated according to the descriptions in this form, or you have any questions about your rights as a research participant, you may call the Office of Research and Sponsored Programs – Sharla Miles at [REDACTED] or e-mail ORSP at [REDACTED].

You may choose not to participate or to stop your participation in this research at any time. Your decision whether or not to participate will involve no penalty or loss of benefits to which the subject is otherwise entitled, and the subject may discontinue participation at any time without penalty or loss of benefits to which the subject is otherwise entitled.

You will not be offered or receive any special consideration if you participate in this research.

Agreement to Participate

I have read (*or someone has read to me*) the above information. I have been given an opportunity to ask questions and my questions have been answered to my satisfaction. I agree to participate in this research.

Consent: I have read and understand the above information, and I willingly consent to participate in this study. I understand that if I should have any questions about my rights

as a research subject, I can contact Tershundrea Branch at [REDACTED] or by email at [REDACTED]. I have received a copy of this consent form.

Your name (printed): _____

Signature: _____ Date: _____

APPENDIX B**SCMES and CoBRAS Survey**

Q1 I can identify my communication style from a cultural perspective.

☐ 1- Not Well at All (1)

☐ 2 (2)

☐ 3- Not Too Well (3)

☐ 4 (4)

☐ 5- Pretty Well (5)

☐ 6 (6)

☐ 7- Very Well (7)

Q2 I can motivate culturally diverse families and community members to participate in school activities.

☐ 1- Not Well at All (1)

☐ 2 (2)

☐ 3- Not Too Well (3)

☐ 4 (4)

☐ 5- Pretty Well (5)

☐ 6 (6)

☐ 7- Very Well (7)

Q3 I can discuss how career assessment instruments are appropriate for some culturally different students.

- ☐ 1- Not Well at All (1)
 - ☐ 2 (2)
 - ☐ 3- Not Too Well (3)
 - ☐ 4 (4)
 - ☐ 5- Pretty Well (5)
 - ☐ 6 (6)
 - ☐ 7- Very Well (7)
-

Q4 I can develop partnerships with community groups and/or organizations that specifically serve ethnically and culturally different persons.

- ☐ 1- Not Well at All (1)
 - ☐ 2 (2)
 - ☐ 3- Not Too Well (3)
 - ☐ 4 (4)
 - ☐ 5- Pretty Well (5)
 - ☐ 6 (6)
 - ☐ 7- Very Well (7)
-

Q5 I can challenge others racist and/ or prejudice beliefs and behaviors.

- ☐ 1- Not Well at All (1)
 - ☐ 2 (2)
 - ☐ 3- Not Too Well (3)
 - ☐ 4 (4)
 - ☐ 5- Pretty Well (5)
 - ☐ 6 (6)
 - ☐ 7- Very Well (7)
-

Q6 I can discuss the relationship between student resistance and racism.

- ☐ 1- Not Well at All (1)
 - ☐ 2 (2)
 - ☐ 3- Not Too Well (3)
 - ☐ 4 (4)
 - ☐ 5- Pretty Well (5)
 - ☐ 6 (6)
 - ☐ 5- Very Well (7)
-

Q7 I can assess my own racial/ethnic identity development in order to enhance my counseling.

- ☐ 1- Not Well at All (1)
 - ☐ 2 (2)
 - ☐ 3- Not Too Well (3)
 - ☐ 4 (4)
 - ☐ 5- Pretty Well (5)
 - ☐ 6 (6)
 - ☐ 7- Very Well (7)
-

Q8 I can discuss how interaction patterns (student to student, student to faculty) might influence ethnic minority students' perceptions of the school community.

- ☐ 1- Not Well at All (1)
 - ☐ 2 (2)
 - ☐ 3- Not Too Well (3)
 - ☐ 4 (4)
 - ☐ 5- Pretty Well (5)
 - ☐ 6 (6)
 - ☐ 7- Very Well (7)
-

Q9 I can discuss how culture affects the help-seeking behaviors of students.

- ☐ 1- Not Well at All (1)
 - ☐ 2 (2)
 - ☐ 3- Not Too Well (3)
 - ☐ 4 (4)
 - ☐ 5- Pretty Well (5)
 - ☐ 6 (6)
 - ☐ 7- Very Well (7)
-

Q10 I can use data to advocate for students.

- ☐ 1- Not Well at All (1)
 - ☐ 2 (2)
 - ☐ 3- Not Too Well (3)
 - ☐ 4 (4)
 - ☐ 5- Pretty Well (5)
 - ☐ 6 (6)
 - ☐ 7- Very Well (7)
-

Q11 I can discuss the influence of self-efficacy on ethnic minority students' achievement.

- ☐ 1- Not Well at All (1)
 - ☐ 2 (2)
 - ☐ 3- Not Too Well (3)
 - ☐ 4 (4)
 - ☐ 5- Pretty Well (5)
 - ☐ 6 (6)
 - ☐ 7- Very Well (7)
-

Q12 When counseling, I can address societal issues that affect the development of ethnic minority students.

- ☐ 1- Not Well at All (1)
 - ☐ 2 (2)
 - ☐ 3- Not Too Well (3)
 - ☐ 4 (4)
 - ☐ 5- Pretty Well (5)
 - ☐ 6 (6)
 - ☐ 7- Very Well (7)
-

Q13 I can work with community leaders and other community members to assist with student (and family) concerns.

☐ 1- Not Well at All (1)

☐ 2 (2)

☐ 3- Not Too Well (3)

☐ 4 (4)

☐ 5- Pretty Well (5)

☐ 6 (6)

☐ 7- Very Well (7)

Q14 I can utilize culturally appropriate counseling interventions.

☐ 1- Not Well at All (1)

☐ 2 (2)

☐ 3- Not Too Well (3)

☐ 4 (4)

☐ 5- Pretty Well (5)

☐ 6 (6)

☐ 7- Very Well (7)

Q15 I can discuss how I (if European American/White) am privileged based on my race
OR I am able to discuss White privilege (if I am a person of color).

- ☐ 1- Not Well at All (1)
 - ☐ 2 (2)
 - ☐ 3- Not Too Well (3)
 - ☐ 4 (4)
 - ☐ 5- Pretty Well (5)
 - ☐ 6 (6)
 - ☐ 7- Very Well (7)
-

Q16 I can discuss the influence of racism on the counseling process.

- ☐ 1- Not Well at All (1)
 - ☐ 2 (2)
 - ☐ 3- Not Too Well (3)
 - ☐ 4 (4)
 - ☐ 5- Pretty Well (5)
 - ☐ 6 (6)
 - ☐ 7- Very Well (7)
-

Q17 I can discuss how school-family-community partnerships are linked to student achievement.

- ☐ 1- Not Well at All (1)
 - ☐ 2 (2)
 - ☐ 3- Not Too Well (3)
 - ☐ 4 (4)
 - ☐ 5- Pretty Well (5)
 - ☐ 6 (6)
 - ☐ 7- Very Well (7)
-

Q18 I can define “social change agent”.

- ☐ 1- Not Well at All (1)
 - ☐ 2 (2)
 - ☐ 3- Not Too Well (3)
 - ☐ 4 (4)
 - ☐ 5- Pretty Well (5)
 - ☐ 6 (6)
 - ☐ 7- Very Well (7)
-

Q19 I can assess how my speech and tone influence my relationship with culturally difference students.

- ☐ 1- Not Well at All (1)
 - ☐ 2 (2)
 - ☐ 3- Not Too Well (3)
 - ☐ 4 (4)
 - ☐ 5- Pretty Well (5)
 - ☐ 6 (6)
 - ☐ 7- Very Well (7)
-

Q20 I can discuss the potential cultural bias of two assessment instruments frequently used in schools.

- ☐ 1- Not Well at All (1)
 - ☐ 2 (2)
 - ☐ 3- Not Too Well (3)
 - ☐ 4 (4)
 - ☐ 5- Pretty Well (5)
 - ☐ 6 (6)
 - ☐ 7- Very Well (7)
-

Q21 I can discuss how school- family- community partnerships influence minority student achievement.

- ☐ 1- Not Well at All (1)
 - ☐ 2 (2)
 - ☐ 3- Not Too Well (3)
 - ☐ 4 (4)
 - ☐ 5- Pretty Well (5)
 - ☐ 6 (6)
 - ☐ 7- Very Well (7)
-

Q22 I can develop culturally sensitive interventions that promote post-secondary planning for minority students.

- ☐ 1- Not Well at All (1)
 - ☐ 2 (2)
 - ☐ 3- Not Too Well (3)
 - ☐ 4 (4)
 - ☐ 5- Pretty Well (5)
 - ☐ 6 (6)
 - ☐ 7- Very Well (7)
-

Q23 I can identify when a counseling approach is culturally inappropriate for a specific student.

- ☐ 1- Not Well at All (1)
 - ☐ 2 (2)
 - ☐ 3- Not Too Well (3)
 - ☐ 4 (4)
 - ☐ 5- Pretty Well (5)
 - ☐ 6 (6)
 - ☐ 7- Very Well (7)
-

Q24 I can develop a close, personal, relationship with someone of another race.

- ☐ 1- Not Well at All (1)
 - ☐ 2 (2)
 - ☐ 3- Not Too Well (3)
 - ☐ 4 (4)
 - ☐ 5- Pretty Well (5)
 - ☐ 6 (6)
 - ☐ 7- Very Well (7)
-

Q25 I can verbally communicate my acceptance of culturally different students.

- ☐ 1- Not Well at All (1)
 - ☐ 2 (2)
 - ☐ 3- Not Too Well (3)
 - ☐ 4 (4)
 - ☐ 5- Pretty Well (5)
 - ☐ 6 (6)
 - ☐ 7- Very Well (7)
-

Q26 I can arrange opportunities for students to interact with ethnic minority professionals in my school community.

- ☐ 1- Not Well at All (1)
 - ☐ 2 (2)
 - ☐ 3- Not Too Well (3)
 - ☐ 4 (4)
 - ☐ 5- Pretty Well (5)
 - ☐ 6 (6)
 - ☐ 7- Very Well (7)
-

Q27 I can initiate discussions related to culture when consulting with teachers.

- ☐ 1- Not Well at All (1)
 - ☐ 2 (2)
 - ☐ 3- Not Too Well (3)
 - ☐ 4 (4)
 - ☐ 5- Pretty Well (5)
 - ☐ 6 (6)
 - ☐ 7- Very Well (7)
-

Q28 I can discuss how culture influences parents' discipline and parenting practices.

- ☐ 1- Not Well at All (1)
 - ☐ 2 (2)
 - ☐ 3- Not Too Well (3)
 - ☐ 4 (4)
 - ☐ 5- Pretty Well (5)
 - ☐ 6 (6)
 - ☐ 7- Very Well (7)
-

Q29 I can evaluate assessment instruments for cultural bias.

- ☐ 1- Not Well at All (1)
 - ☐ 2 (2)
 - ☐ 3- Not Too Well (3)
 - ☐ 4 (4)
 - ☐ 5- Pretty Well (5)
 - ☐ 6 (6)
 - ☐ 7- Very Well (7)
-

Q30 I can identify when my helping style is inappropriate for a culturally different student.

- ☐ 1- Not Well at All (1)
 - ☐ 2 (2)
 - ☐ 3- Not Too Well (3)
 - ☐ 4 (4)
 - ☐ 5- Pretty Well (5)
 - ☐ 6 (6)
 - ☐ 7- Very Well (7)
-

Q31 I can use racial/ethnic identity development theories to understand my students problems and concerns.

- ☐ 1- Not Well at All (1)
 - ☐ 2 (2)
 - ☐ 3- Not Too Well (3)
 - ☐ 4 (4)
 - ☐ 5- Pretty Well (5)
 - ☐ 6 (6)
 - ☐ 7- Very Well (7)
-

Q32 I can give examples of how stereotypical beliefs about culturally different persons impact the counseling process.

- ☐ 1- Not Well at All (1)
 - ☐ 2 (2)
 - ☐ 3- Not Too Well (3)
 - ☐ 4 (4)
 - ☐ 5- Pretty Well (5)
 - ☐ 6 (6)
 - ☐ 7- Very Well (7)
-

Q33 I can non verbally communicate my acceptance of culturally different students.

- ☐ 1- Not Well at All (1)
 - ☐ 2 (2)
 - ☐ 3- Not Too Well (3)
 - ☐ 4 (4)
 - ☐ 5- Pretty Well (5)
 - ☐ 6 (6)
 - ☐ 7- Very Well (7)
-

Q34 I can advocate for students who are being subjected to unfair and bias practices.

- ☐ 1- Not Well at All (1)
 - ☐ 2 (2)
 - ☐ 3- Not Too Well (3)
 - ☐ 4 (4)
 - ☐ 5- Pretty Well (5)
 - ☐ 6 (6)
 - ☐ 7- Very Well (7)
-

Q35 I can analyze and present data that highlights inequities in course enrollment patterns and post-secondary decisions among student groups.

- ☐ 1- Not Well at All (1)
 - ☐ 2 (2)
 - ☐ 3- Not Too Well (3)
 - ☐ 4 (4)
 - ☐ 5- Pretty Well (5)
 - ☐ 6 (6)
 - ☐ 7- Very Well (7)
-

Q36 I can discuss how race and ethnicity influence family dynamics.

- ☐ 1- Not Well at All (1)
 - ☐ 2 (2)
 - ☐ 3- Not Too Well (3)
 - ☐ 4 (4)
 - ☐ 5- Pretty Well (5)
 - ☐ 6 (6)
 - ☐ 7- Very Well (7)
-

Q37 I can identify when the race and/ or culture of a student is a problem for a teacher.

- ☐ 1- Not Well at All (1)
 - ☐ 2 (2)
 - ☐ 3- Not Too Well (3)
 - ☐ 4 (4)
 - ☐ 5- Pretty Well (5)
 - ☐ 6 (6)
 - ☐ 7- Very Well (7)
-

Q38 I can encourage the participation of ethnic minority parents in school activities.

- ☐ 1- Not Well at All (1)
 - ☐ 2 (2)
 - ☐ 3- Not Too Well (3)
 - ☐ 4 (4)
 - ☐ 5- Pretty Well (5)
 - ☐ 6 (6)
 - ☐ 7- Very Well (7)
-

Q39 I can assess the cultural sensitivity of the current academic planning policies and procedures in my school.

- ☐ 1- Not Well at All (1)
 - ☐ 2 (2)
 - ☐ 3- Not Too Well (3)
 - ☐ 4 (4)
 - ☐ 5- Pretty Well (5)
 - ☐ 6 (6)
 - ☐ 7- Very Well (7)
-

Q40 I can recognize when my beliefs and values are interfering with providing the best resources to my students.

- ☐ 1- Not Well at All (1)
 - ☐ 2 (2)
 - ☐ 3- Not Too Well (3)
 - ☐ 4 (4)
 - ☐ 5- Pretty Well (5)
 - ☐ 6 (6)
 - ☐ 7- Very Well (7)
-

Q41 I can identify when specific cultural beliefs influence students' response to counseling.

- ☐ 1- Not Well at All (1)
 - ☐ 2 (2)
 - ☐ 3- Not Too Well (3)
 - ☐ 4 (4)
 - ☐ 5- Pretty Well (5)
 - ☐ 6 (6)
 - ☐ 7- Very Well (7)
-

Q42 I can discuss how culture influences the decision- making styles of students.

- ☐ 1- Not Well at All (1)
 - ☐ 2 (2)
 - ☐ 3- Not Too Well (3)
 - ☐ 4 (4)
 - ☐ 5- Pretty Well (5)
 - ☐ 6 (6)
 - ☐ 7- Very Well (7)
-

Q43 I can identify whether or not the assessment process is culturally sensitive.

- ☐ 1- Not Well at All (1)
 - ☐ 2 (2)
 - ☐ 3- Not Too Well (3)
 - ☐ 4 (4)
 - ☐ 5- Pretty Well (5)
 - ☐ 6 (6)
 - ☐ 7- Very Well (7)
-

Q44 I can integrate topics related to race and racism in my classroom guidance units.

- ☐ Not Well at All (1)
 - ☐ * (2)
 - ☐ Not Too Well (3)
 - ☐ * (4)
 - ☐ Pretty Well (5)
 - ☐ * (6)
 - ☐ Very Well (7)
-

Q45 I can discuss how class and/or economic level affect family functioning and development.

- ☐ 1- Not Well at All (1)
 - ☐ 2 (2)
 - ☐ 3- Not Too Well (3)
 - ☐ 4 (4)
 - ☐ 5- Pretty Well (5)
 - ☐ 6 (6)
 - ☐ 7- Very Well (7)
-

Q46 I can live comfortably with cultural diverse people.

- ☐ 1- Not Well at All (1)
 - ☐ 2 (2)
 - ☐ 3- Not Too Well (3)
 - ☐ 4 (4)
 - ☐ 5- Pretty Well (5)
 - ☐ 6 (6)
 - ☐ 7- Very Well (7)
-

Q47 I can explain test information to culturally diverse parents so they understand the results.

- ☐ 1- Not Well at All (1)
 - ☐ 2 (2)
 - ☐ 3- Not Too Well (3)
 - ☐ 4 (4)
 - ☐ 5- Pretty Well (5)
 - ☐ 6 (6)
 - ☐ 7- Very Well (7)
-

Q48 I can discuss how factors such as poverty and powerlessness have influenced the current conditions of at least two ethnic groups (other than my own).

- ☐ 1- Not Well at All (1)
 - ☐ 2 (2)
 - ☐ 3- Not Too Well (3)
 - ☐ 4 (4)
 - ☐ 5- Pretty Well (5)
 - ☐ 6 (6)
 - ☐ 7- Very Well (7)
-

Q49 I can discuss how “work” and “career” are viewed similarly and differently around cultures.

- ☐ 1- Not Well at All (1)
 - ☐ 2 (2)
 - ☐ 3- Not Too Well (3)
 - ☐ 4 (4)
 - ☐ 5- Pretty Well (5)
 - ☐ 6 (6)
 - ☐ 7- Very Well (7)
-

Q50 I can discuss at least three strategies to increase ethnic minority and low-income parent involvement.

- ☐ 1- Not Well at All (1)
 - ☐ 2 (2)
 - ☐ 3- Not Too Well (3)
 - ☐ 4 (4)
 - ☐ 5- Pretty Well (5)
 - ☐ 6 (6)
 - ☐ 7- Very Well (7)
-

Q51 I can help students determine whether a problem stems from racism or biases in others.

- ☐ 1- Not Well at All (1)
 - ☐ 2 (2)
 - ☐ 3- Not Too Well (3)
 - ☐ 4 (4)
 - ☐ 5- Pretty Well (5)
 - ☐ 6 (6)
 - ☐ 7- Very Well (7)
-

Q52 I can discuss how the assessment process might be biased against minority populations.

- ☐ 1- Not Well at All (1)
 - ☐ 2 (2)
 - ☐ 3- Not Too Well (3)
 - ☐ 4 (4)
 - ☐ 5- Pretty Well (5)
 - ☐ 6 (6)
 - ☐ 7- Very Well (7)
-

Q53 I can develop and implement culturally sensitive career development activities.

- ☐ 1- Not Well at All (1)
 - ☐ 2 (2)
 - ☐ 3- Not Too Well (3)
 - ☐ 4 (4)
 - ☐ 5- Pretty Well (5)
 - ☐ 6 (6)
 - ☐ 7- Very Well (7)
-

Q54 I can identify when a school policy is biased against culturally diverse students and families.

- ☐ 1- Not Well at All (1)
 - ☐ 2 (2)
 - ☐ 3- Not Too Well (3)
 - ☐ 4 (4)
 - ☐ 5- Pretty Well (5)
 - ☐ 6 (6)
 - ☐ 7- Very Well (7)
-

Q55 I can identify when my helping style is appropriate for a culturally different student.

- ☐ 1- Not Well at All (1)
 - ☐ 2 (2)
 - ☐ 3- Not Too Well (3)
 - ☐ 4 (4)
 - ☐ 5- Pretty Well (5)
 - ☐ 6 (6)
 - ☐ 7- Very Well (7)
-

Q56 I can greet students and parents in a manner that is consistent with their cultural norms.

- ☐ 1- Not Well at All (1)
 - ☐ 2 (2)
 - ☐ 3- Not Too Well (3)
 - ☐ 4 (4)
 - ☐ 5- Pretty Well (5)
 - ☐ 6 (6)
 - ☐ 7- Very Well (7)
-

Q57 I can help students explore their own racial identity development.

- ☐ 1- Not Well at All (1)
 - ☐ 2 (2)
 - ☐ 3- Not Too Well (3)
 - ☐ 4 (4)
 - ☐ 5- Pretty Well (5)
 - ☐ 6 (6)
 - ☐ 7- Very Well (7)
-

Q58 I can identify discriminatory practices in schools.

- ☐ 1- Not Well at All (1)
 - ☐ 2 (2)
 - ☐ 3- Not Too Well (3)
 - ☐ 4 (4)
 - ☐ 5- Pretty Well (5)
 - ☐ 6 (6)
 - ☐ 7- Very Well (7)
-

Q59 I can discuss what it means to take an “activist” approach to counseling.

- ☐ 1- Not Well at All (1)
 - ☐ 2 (2)
 - ☐ 3- Not Too Well (3)
 - ☐ 4 (4)
 - ☐ 5- Pretty Well (5)
 - ☐ 6 (6)
 - ☐ 7- Very Well (7)
-

Q60 I can discuss the relationship between student resistance and racism.

- ☐ 1- Not Well at All (1)
 - ☐ 2 (2)
 - ☐ 3- Not Too Well (3)
 - ☐ 4 (4)
 - ☐ 5- Pretty Well (5)
 - ☐ 6 (6)
 - ☐ 7- Very Well (7)
-

Q61 I can identify when my culture is influencing the way in which I work with parents.

- ☐ 1- Not Well at All (1)
 - ☐ 2 (2)
 - ☐ 3- Not Too Well (3)
 - ☐ 4 (4)
 - ☐ 5- Pretty Well (5)
 - ☐ 6 (6)
 - ☐ 7- Very Well (7)
-

Q62 I can identify culturally insensitive topics or gestures.

- ☐ 1- Not Well at All (1)
 - ☐ 2 (2)
 - ☐ 3- Not Too Well (3)
 - ☐ 4 (4)
 - ☐ 5- Pretty Well (5)
 - ☐ 6 (6)
 - ☐ 7- Very Well (7)
-

Q63 I can discuss at least two ethnic group's traditional gender role expectations and rituals.

- ☐ 1- Not Well at All (1)
 - ☐ 2 (2)
 - ☐ 3- Not Too Well (3)
 - ☐ 4 (4)
 - ☐ 5- Pretty Well (5)
 - ☐ 6 (6)
 - ☐ 7- Very Well (7)
-

Q64 I can list at least three barriers that prevent ethnic minority students from using counseling services.

- ☐ 1- Not Well at All (1)
 - ☐ 2 (2)
 - ☐ 3- Not Too Well (3)
 - ☐ 4 (4)
 - ☐ 5- Pretty Well (5)
 - ☐ 6 (6)
 - ☐ 7- Very Well (7)
-

Q65 I can develop friendships with people from other ethnic groups.

- ☐ 1- Not Well at All (1)
 - ☐ 2 (2)
 - ☐ 3- Not Too Well (3)
 - ☐ 4 (4)
 - ☐ 5- Pretty Well (5)
 - ☐ 6 (6)
 - ☐ 7- Very Well (7)
-

Q66 I can develop counseling and guidance activities that enhance students' racial and/or ethnic identity.

- ☐ 1- Not Well at All (1)
 - ☐ 2 (2)
 - ☐ 3- Not Too Well (3)
 - ☐ 4 (4)
 - ☐ 5- Pretty Well (5)
 - ☐ 6 (6)
 - ☐ 7- Very Well (7)
-

Q67 I can challenge my colleagues when they discriminate against students.

- ☐ 1- Not Well at All (1)
 - ☐ 2 (2)
 - ☐ 3- Not Too Well (3)
 - ☐ 4 (4)
 - ☐ 5- Pretty Well (5)
 - ☐ 6 (6)
 - ☐ 7- Very Well (7)
-

Q68 When implementing small group counseling, I can challenge students' biased and prejudice beliefs.

- ☐ 1- Not Well at All (1)
 - ☐ 2 (2)
 - ☐ 3- Not Too Well (3)
 - ☐ 4 (4)
 - ☐ 5- Pretty Well (5)
 - ☐ 6 (6)
 - ☐ 7- Very Well (7)
-

Q69 I can develop interventions that are focused on “systemic change” rather than “individual student change”.

- ☐ 1- Not Well at All (1)
 - ☐ 2 (2)
 - ☐ 3- Not Too Well (3)
 - ☐ 4 (4)
 - ☐ 5- Pretty Well (5)
 - ☐ 6 (6)
 - ☐ 7- Very Well (7)
-

Q70 I can identify at least three societal issues that affect the academic and social development of ethnic minority students.

- ☐ 1- Not Well at All (1)
 - ☐ 2 (2)
 - ☐ 3- Not Too Well (3)
 - ☐ 4 (4)
 - ☐ 5- Pretty Well (5)
 - ☐ 6 (6)
 - ☐ 7- Very Well (7)
-

Q71 I can identify when a counseling approach is culturally appropriate for a specific student.

- ☐ 1- Not Well at All (1)
 - ☐ 2 (2)
 - ☐ 3- Not Too Well (3)
 - ☐ 4 (4)
 - ☐ 5- Pretty Well (5)
 - ☐ 6 (6)
 - ☐ 7- Very Well (7)
-

Q72 I can identify racist and/ or biased practices in schools.

- ☐ 1- Not Well at All (1)
 - ☐ 2 (2)
 - ☐ 3- Not Too Well (3)
 - ☐ 4 (4)
 - ☐ 5- Pretty Well (5)
 - ☐ 6 (6)
 - ☐ 7- Very Well (7)
-

Q73 I am able to integrate family and religious issues in the career counseling process.

- ☐ 1- Not Well at All (1)
- ☐ 2 (2)
- ☐ 3- Not Too Well (3)
- ☐ 4 (4)
- ☐ 5- Pretty Well (5)
- ☐ 6 (6)
- ☐ 7- Very Well (7)
-

Q74 I can identify when my own biases negatively influence my services to students.

- ☐ 1- Not Well at All (1)
- ☐ 2 (2)
- ☐ 3- Not Too Well (3)
- ☐ 4 (4)
- ☐ 5- Pretty Well (5)
- ☐ 6 (6)
- ☐ 7- Very Well (7)
-

Q75 I can identify when my helping style is inappropriate for a culturally different parent or guardian.

- ☐ 1- Not Well at All (1)
 - ☐ 2 (2)
 - ☐ 3- Not Too Well (3)
 - ☐ 4 (4)
 - ☐ 5- Pretty Well (5)
 - ☐ 6 (6)
 - ☐ 7- Very Well (7)
-

Q76 I can define and discuss racism.

- ☐ 1- Not Well at All (1)
 - ☐ 2 (2)
 - ☐ 3- Not Too Well (3)
 - ☐ 4 (4)
 - ☐ 5- Pretty Well (5)
 - ☐ 6 (6)
 - ☐ 7- Very Well (7)
-

Q77 I can advocate for fair testing and the appropriate use of testing of children from diverse backgrounds.

- ☐ 1- Not Well at All (1)
 - ☐ 2 (2)
 - ☐ 3- Not Too Well (3)
 - ☐ 4 (4)
 - ☐ 5- Pretty Well (5)
 - ☐ 6 (6)
 - ☐ 7- Very Well (7)
-

Q78 I can discuss how assessments can lead to inequitable opportunities for students.

- ☐ 1- Not Well at All (1)
 - ☐ 2 (2)
 - ☐ 3- Not Too Well (3)
 - ☐ 4 (4)
 - ☐ 5- Pretty Well (5)
 - ☐ 6 (6)
 - ☐ 7- Very Well (7)
-

Q79 I can identify when a teacher's cultural background is influencing his/her perceptions of students.

- ☐ 1- Not Well at All (1)
 - ☐ 2 (2)
 - ☐ 3- Not Too Well (3)
 - ☐ 4 (4)
 - ☐ 5- Pretty Well (5)
 - ☐ 6 (6)
 - ☐ 7- Very Well (7)
-

Q80 I can identify unfair policies that discriminate against students of culturally different backgrounds.

- ☐ 1- Not Well at All (1)
 - ☐ 2 (2)
 - ☐ 3- Not Too Well (3)
 - ☐ 4 (4)
 - ☐ 5- Pretty Well (5)
 - ☐ 6 (6)
 - ☐ 7- Very Well (7)
-

Q81 I can adjust my helping style when it is inappropriate for a culturally different student.

- ☐ 1- Not Well at All (1)
 - ☐ 2 (2)
 - ☐ 3- Not Too Well (3)
 - ☐ 4 (4)
 - ☐ 5- Pretty Well (5)
 - ☐ 6 (6)
 - ☐ 7- Very Well (7)
-

Q82 I can utilize career assessment instruments that are sensitive to student's cultural differences.

- ☐ 1- Not Well at All (1)
 - ☐ 2 (2)
 - ☐ 3- Not Too Well (3)
 - ☐ 4 (4)
 - ☐ 5- Pretty Well (5)
 - ☐ 6 (6)
 - ☐ 7- Very Well (7)
-

Q83 I can develop positive relationships with parents that are culturally different than me.

- ☐ 1- Not Well at All (1)
 - ☐ 2 (2)
 - ☐ 3- Not Too Well (3)
 - ☐ 4 (4)
 - ☐ 5- Pretty Well (5)
 - ☐ 6 (6)
 - ☐ 7- Very Well (7)
-

Q84 I can discuss how racial identity may affect the relationships between students and educators.

- ☐ 1- Not Well at All (1)
 - ☐ 2 (2)
 - ☐ 3- Not Too Well (3)
 - ☐ 4 (4)
 - ☐ 5- Pretty Well (5)
 - ☐ 6 (6)
 - ☐ 7- Very Well (7)
-

Q85 I can identify when to use data as an advocacy tool.

- ☐ 1- Not Well at All (1)
 - ☐ 2 (2)
 - ☐ 3- Not Too Well (3)
 - ☐ 4 (4)
 - ☐ 5- Pretty Well (5)
 - ☐ 6 (6)
 - ☐ 7- Very Well (7)
-

Q86 I can discuss culturally diverse methods of parenting and discipline.

- ☐ 1- Not Well at All (1)
 - ☐ 2 (2)
 - ☐ 3- Not Too Well (3)
 - ☐ 4 (4)
 - ☐ 5- Pretty Well (5)
 - ☐ 6 (6)
 - ☐ 7- Very Well (7)
-

Q87 I can be comfortable with people who speak another language.

- ☐ 1- Not Well at All (1)
 - ☐ 2 (2)
 - ☐ 3- Not Too Well (3)
 - ☐ 4 (4)
 - ☐ 5- Pretty Well (5)
 - ☐ 6 (6)
 - ☐ 7- Very Well (7)
-

Q88 I can use culturally appropriate instruments when I assess students.

- ☐ 1- Not Well at All (1)
 - ☐ 2 (2)
 - ☐ 3- Not Too Well (3)
 - ☐ 4 (4)
 - ☐ 5- Pretty Well (5)
 - ☐ 6 (6)
 - ☐ 7- Very Well (7)
-

Q89 I can initiate discussions related to culture when consulting with parents.

- ☐ 1- Not Well at All (1)
- ☐ 2 (2)
- ☐ 3- Not Too Well (3)
- ☐ 4 (4)
- ☐ 5- Pretty Well (5)
- ☐ 6 (6)
- ☐ 7- Very Well (7)
-

Q90 I can discuss the inherent cultural assumptions of the U.S. educational system.

- ☐ 1- Not Well at All (1)
- ☐ 2 (2)
- ☐ 3- Not Too Well (3)
- ☐ 4 (4)
- ☐ 5- Pretty Well (5)
- ☐ 6 (6)
- ☐ 7- Very Well (7)

End of Block: Default Question Block

Start of Block: Block 2

Q94 Color-Blind Racial Attitudes Scale

The items highlighted in yellow are the items included in the CoBRAS-14 Directions. Below is a set of questions that deal with social issues in the United States (U.S.). Using the 6-point scale, please give your honest rating about the degree to which you personally

agree or disagree with each statement.

Please be as open and honest as you can; there are no right or wrong answers. Record your response to the left of each item.

Q1 Everyone who works hard, no matter what race they are, has an equal chance to become rich.

☐ 1- Strongly Disagree (1)

☐ 2 (2)

☐ 3 (3)

☐ 4 (4)

☐ 5 (5)

☐ 6- Strongly Agree (6)

Q2 Race plays a major role in the type of social services (such as type of health care or daycare) that people receive in the U.S.

☐ 1- Strongly Disagree (1)

☐ 2 (2)

☐ 3 (3)

☐ 4 (4)

☐ 5 (5)

☐ 6- Strongly Agree (6)

Q3 It is important that people begin to think of themselves as American and not African American, Mexican American or Italian American.

☐ 1- Strongly Disagree (1)

☐ 2 (2)

☐ 3 (3)

☐ 4 (4)

☐ 5 (5)

☐ 6- Strongly Agree (6)

Q4 Due to racial discrimination, programs such as affirmative action are necessary to help create equality.

☐ 1- Strongly Disagree (1)

☐ 2 (2)

☐ 3 (3)

☐ 4 (4)

☐ 5 (5)

☐ 6- Strongly Agree (6)

Q5 Racism is a major problem in the U.S.

- ☐ 1- Strongly Disagree (1)
 - ☐ 2 (2)
 - ☐ 3 (3)
 - ☐ 4 (4)
 - ☐ 5 (5)
 - ☐ 6- Strongly Agree (6)
-

Q6 Race is very important in determining who is successful and who is not.

- ☐ 1- Strongly Disagree (1)
 - ☐ 2 (2)
 - ☐ 3 (3)
 - ☐ 4 (4)
 - ☐ 5 (5)
 - ☐ 6- Strongly Agree (6)
-

Q7 Racism may have been a problem in the past, but it is not an important problem today.

☐ 1- Strongly Disagree (1)

☐ 2 (2)

☐ 3 (3)

☐ 4 (4)

☐ 5 (5)

☐ 6- Strongly Agree (6)

Q8 Racial and ethnic minorities do not have the same opportunity as White people in the U.S.

☐ 1- Strongly Disagree (1)

☐ 2 (2)

☐ 3 (3)

☐ 4 (4)

☐ 5 (5)

☐ 6- Strongly Agree (6)

Q9 White people in the U.S. are discriminated against because of the color of their skin.

☐ 1- Strongly Disagree (1)

☐ 2 (2)

☐ 3 (3)

☐ 4 (4)

☐ 5 (5)

☐ 6- Strongly Agree (6)

Q10 Talking about racial issues causes unnecessary tension.

☐ 1- Strongly Disagree (1)

☐ 2 (2)

☐ 3 (3)

☐ 4 (4)

☐ 5 (5)

☐ 6- Strongly Agree (6)

Q11 It is important for political leaders to talk about racism to help work through or solve society's problems.

☐ 1- Strongly Disagree (1)

☐ 2 (2)

☐ 3 (3)

☐ 4 (4)

☐ 5 (5)

☐ 6- Strongly Agree (6)

Q12 White people in the U.S. have certain advantages because of the color of their skin.

☐ 1- Strongly Disagree (1)

☐ 2 (2)

☐ 3 (3)

☐ 4 (4)

☐ 5 (5)

☐ 6- Strongly Agree (6)

Q13 Immigrants should try to fit into the culture and adopt the values of the U.S.

☐ 1- Strongly Disagree (1)

☐ 2 (2)

☐ 3 (3)

☐ 4 (4)

☐ 5 (5)

☐ 6- Strongly Agree (6)

Q14 English should be the only official language in the U.S.

☐ 1- Strongly Disagree (1)

☐ 2 (2)

☐ 3 (3)

☐ 4 (4)

☐ 5 (5)

☐ 6- Strongly Agree (6)

Q15 White people are more to blame for racial discrimination in the U.S. than racial and ethnic minorities.

☐ 1- Strongly Disagree (1)

☐ 2 (2)

☐ 3 (3)

☐ 4 (4)

☐ 5 (5)

☐ 6- Strongly Agree (6)

Q16 Social policies, such as affirmative action, discriminate unfairly against White people.

☐ 1- Strongly Disagree (1)

☐ 2 (2)

☐ 3 (3)

☐ 4 (4)

☐ 5 (5)

☐ 6- Strongly Agree (6)

Q17 It is important for public schools to teach about the history and contributions of racial and ethnic minorities.

☐ 1- Strongly Disagree (1)

☐ 2 (2)

☐ 3 (3)

☐ 4 (4)

☐ 5 (5)

☐ 6- Strongly Agree (6)

Q18 Racial and ethnic minorities in the U.S. have certain advantages because of the color of their skin.

☐ 1- Strongly Disagree (1)

☐ 2 (2)

☐ 3 (3)

☐ 4 (4)

☐ 5 (5)

☐ 6- Strongly Agree (6)

Q19 Racial problems in the U.S. are rare, isolated situations.

- ☐ 1- Strongly Disagree (1)
 - ☐ 2 (2)
 - ☐ 3 (3)
 - ☐ 4 (4)
 - ☐ 5 (5)
 - ☐ 6- Strongly Agree (6)
-

Q20 Race plays an important role in who gets sent to prison.

- ☐ 1- Strongly Disagree (1)
- ☐ 2 (2)
- ☐ 3 (3)
- ☐ 4 (4)
- ☐ 5 (5)
- ☐ 6- Strongly Agree (6)

End of Block: Block 2

APPENDIX C

Recruitment Email

Hello fellow educator,

My name is Tershundrea Branch and I am a current Doctoral student under the supervision of Dr. Timothy Brown with Sam Houston State University. I am looking to gain participants for my dissertation research study. This is to give you information on my study in hopes you will participate in this study. Please note the information gained in this research will be anonymous, and any identifiers related to your identity will be anonymous and destroyed in 3 years.

Title of Research Study: DECREASING BIAS BY CHANGING PERCEPTIONS: AN EXPERIMENTAL STUDY ADDRESSING PRECONCEPTIONS AMONG SCHOOL COUNSELORS

Principal Investigator(s): Tershundrea Branch

Purpose of this study: Due to ongoing discipline data that support the need for educational leaders to investigate the specific needs of Black students, the role of the school counselor has evolved to include the role of social justice advocate and change agent. With the rising demands for the school counselor's role to evolve, it may be important to have interventions to equip school counselors with the needed tools to serve in their newly created role. Although evidence exists about the importance of multiculturalism in the public school system, data are limited about interventions that can be provided to school counselors to increase their multicultural self-efficacy (Dameron et al., 2020). The purpose of this study will be to examine interventions to increase school counselor multicultural self-efficacy and decrease school counselor color-blind racial attitudes.

What will you be asked to do if you take part in this research study?

- **Participate in a control group:** Those who are willing to participate in the control group will send an interest email to Tershundrea Branch and will then be assigned an identification number. Those participants will take the survey as a pre and posttest without the intervention within the same day.

The questions in the pre and posttest are designed to assess the school counselor's multicultural self-efficacy and colorblind racial attitude.

****The control group will be provided an opportunity to participate in the School Counselor Multicultural Awareness Training at the conclusion of the study.**

Time: The approximate length:

- Pre/posttest (1 hour)

What are the possible benefits to you or to others? The role of the school counselor has evolved to include the role of social justice advocate and change agent. With the rising demands for the school counselor's role to evolve, it may be important to have interventions to equip school counselors with the needed tools to serve in their evolving role. The outcome of this study will enable the school counselor to gain awareness of their world view, knowledge of its possible effects, the world view of the client (student) and its impact on the counselor/student relationship, the counselor's ability to be reflective, and the application of these world views as it relates to the everyday job of a school counselor. (No compensation will be given for this study).

Thank you for considering being a part of my study. If you have any questions, please email me or contact me at the following: [REDACTED].

Thank you,

Tershundrea Branch

APPENDIX D**IRB APPROVAL**

Date: Jun 8, 2022 12:18:28 PM CDT

TO: Tershundrea Branch Timothy Brown

FROM: SHSU IRB

PROJECT TITLE: Decreasing Bias by Changing Perceptions: An Experimental Study Addressing Preconceptions Among School Counselors

PROTOCOL #: IRB-2022-90

SUBMISSION TYPE: Initial

ACTION: Approved

DECISION DATE: June 3, 2022

ADMINISTRATIVE CHECK-IN DATE: June 3, 2025

EXPEDITED REVIEW CATEGORY: 7. Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.

OPPORTUNITY TO PROVIDE FEEDBACK: To access the survey, click [here](#). It only takes 10 minutes of your time and is voluntary. The results will be used internally to make improvements to the IRB application and/or process. Your feedback will be most appreciated.

Greetings,

The above-referenced submission has been reviewed by the IRB and it has been Approved. This study received expedited review, and the IRB determined that a renewal submission is needed, but only in the form of an administrative check-in submission. You will receive an email notification on the anniversary of this study approval, which will be on June 3, 2025. This study approval is based on an appropriate risk/benefit ratio and a project design wherein the risks have been minimized. You may initiate your project. All research must be conducted in accordance with this approved submission.

Since Cayuse IRB does not possess the ability to provide a “stamp of approval” on any recruitment or consent documentation, it is the strong recommendation of this office to please include the following approval language in the footer of those recruitment and consent documents: IRB-2022-90/June 3, 2022/June 3, 2025.

Please remember that informed consent is a process beginning with a description of the project and insurance of participant understanding followed by a signed consent form. Informed consent must continue throughout the project via a dialogue between the researcher and research participant. Federal regulations require each participant receive a copy of the signed consent document.

Modifications: Please note that any revision to previously approved materials must be approved by this committee prior to initiation. Please submit a Modification Submission through [Cayuse Human Ethics](#) for this procedure.

Incidents: All UNANTICIPATED PROBLEMS involving risks to subjects or others and SERIOUS and UNEXPECTED

adverse events must be reported promptly to this office. Please submit an Incident Submission through [Cayuse Human Ethics](#) for this procedure. All Department of Health and Human Services and sponsor reporting requirements should also be followed.

Study Administrative Check-In: Based on the risks, this project does require a renewal in the form of an Administrative Check-In procedure. This means you are required to administratively check in with the IRB on an annual basis. June 3, 2025 is the anniversary of the review of your protocol. To get started with your next Administrative Check-In procedure, you will submit a Renewal Submission through [Cayuse Human Ethics](#). A reminder email will be sent to you on the anniversary of your most recent approval of Decreasing Bias by Changing Perceptions: An Experimental Study Addressing Preconceptions Among School Counselors.

Please note that all research records should be retained for a minimum of three years after the completion of the project. If you have any questions, please contact the Sharla Miles at [REDACTED]. Please include your protocol number in all correspondence with this committee.

Sincerely,
SHSU Institutional Review Board

VITA

Tershundrea Branch, LPC Associate, Certified School Counselor, NCC

Education

Sam Houston State University- Doctoral Candidate

Expected Graduation Date Fall 2022

- Counselor Education Ph.D. CACREP Accreditation

Prairie View A&M University- 2011

- Counseling M.A.

Lamar University-2006

- Psychology B.S.

Credentials

- Certified K- 12 School Counselor
- License Professional Counselor Associate- TX #85820
- Gottman Training- Level 1 Certified

Research Interest

School Counselor Self-Efficacy, School Counselor Training, Disparities in learning for Black students

Areas of Expertise

- School Counseling
- Adolescent/Young Adult Counseling
- Marriage/Couples Counseling

Honors

- R.O.A.D.S. to PhD Scholarship Recipient and Mentor 2019-2021
- Psi Chi National Honor Society for Psychology Students 2004-2006
- Rookie of the Year Nominee- 2007
- Extra Miler Award- 2013

Academic Positions

- Lead Counselor (2022-present) Autumn Ridge Middle School, Humble ISD
- Lead Counselor (2015- 2022) Aldine Middle School, Aldine ISD/ Jones Middle School, Aldine ISD
- Middle School Counselor (2014- 2015) Aldine Middle School, Aldine ISD
- Elementary Counselor (2012- 2014) Stovall Academy, Aldine ISD
- 5th grade Language Arts / Social Studies Teacher- (2009- 2012) Marcella Intermediate Aldine ISD

- 7th grade Language Arts Teacher- (2007-2009) Woodland Acres Middle School Galena Park ISD

Clinical/Counseling

- 2019 Community Counseling Center, Sam Houston State University, Woodlands, Texas
- 2021 Texas Harmony Counseling Center, Woodlands, Texas
- 2021 Houston Family Counseling, Humble, Texas
- Teaching Experience (COUN 7336) Group Counseling, Sam Houston State University
- Co Teaching Experience (COUN 5370) Career Counseling, Sam Houston State University

Professional Presentations

State/ Local

Branch, T. (2022). "School Counselor Multicultural Self Efficacy". Presenting at Spring Creek Counseling Association. TCA. Accepted. Houston, Texas.

Branch, T. (2022). "Solution Focused Counseling in Schools". Presenting at the Lone Star State School Counselors Conference. Accepted. Frisco, Texas.

Branch, T. (2022). "School Counselor Cultural Bias Awareness". Presented at the Humble ISD School Counselor Conference. Houston, Texas.

Branch, T. (2022). "Brief Counseling in Schools". Presented Spring Creek Counseling Association- TCA. Accepted. Houston, Texas.

Branch, T. (2022). "Individual Counseling in a School Setting". Presented at the 17th Annual Professional School Counseling Conference. Accepted. Round Rock, Texas.

Branch, T. (2021). "We are School Counselors". Presented for Aldine ISD Counseling Department, Houston, TX.

Branch, T. (2019/2021). "Self-Esteem: Your attitude determines your altitude". Presented at Jones Middle School Girls Conference- Keynote Speaker, Humble, TX.

Branch, T. (2014). Classroom Management. Presented at Aldine Middle School. Aldine ISD, Houston, TX.

National

Branch, T. (2021). "Vanishing the vaping." International Association of Addictions and Offender Counselors. Accepted, cancelled due to COVID 19, San Diego, CA.

Professional Service

2022 TCA conference volunteer
2019/2021- Girls Conference Organizer
2020- Assisted with group interviews of prospective Doctoral students applying for admission into the counseling program SHSU
2019- Aldine ISD District Girls Conference committee member
2019- Houston Food Bank Volunteer
2016- First Year Counselor Mentor
2015- Guidance Curriculum Writing
2014- Trained Teachers in Classroom Management Strategies

Professional Memberships

Texas Counselor Association (TCA)
Texas Career Development Association

Technology

Zoom
Blackboard
All Microsoft platforms
Therapy Notes
Theranest
Google platforms