

# MOTIVATING THE SEL FIELD FORWARD THROUGH EQUITY

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ADVANCES IN MOTIVATION AND ACHIEVEMENT  
VOLUME 21

**MOTIVATING THE SELF  
FIELD FORWARD  
THROUGH EQUITY**

EDITED BY

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INVESTOR IN PEOPLE

*We dedicate this volume in memory of Drs. Stuart Karabenick and Roger Weissberg, leaders in the fields of motivation and social and emotional learning, respectively, and mentors to us all.*

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**Rebecca J. Collie, PhD**, is a Scientia Associate Professor of Educational Psychology in the School of Education at the University of New South Wales, Sydney, Australia. Rebecca conducts research in the broad areas of motivation, well-being, and social-emotional development using quantitative research methods. Rebecca has published over 70 peer-reviewed journal articles and book chapters, along with a recently published coedited book, *Social and Emotional Learning in Australia and the Asia-Pacific*. Broadly speaking, her research aims to identify how to best support and promote social, emotional, and academic/occupational thriving among students and teachers. She is Associate Editor of *Journal of Educational Psychology* and a Consulting Editor of *Educational Psychology*. Previously, Rebecca worked as an Elementary School Teacher in Melbourne. She completed her Doctoral Studies at the University of British Columbia.

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**Stephen R. Getty, PhD**, is the Director of the Quantitative Reasoning Center at Colorado College, Colorado Springs, Colorado. He has a BS in Geology from University of Notre Dame, an MS in Geological Sciences from Brown University, and a PhD in Geological Sciences from Brown University. He teaches a variety of courses, and works with instructors on curriculum design and professional development.

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quantitative, and mixed-method studies with Black American and Black South African middle and high school students. Ultimately, she believes the best way to support Black adolescents' positive youth development is through a strength-based, multileveled approach which builds off their cultural backgrounds and keeps their voices at the forefront of the conversation.

**Tara L. Hofkens, PhD**, is a Research Assistant Professor in the School of Education and Human Development at the University of Virginia. Dr. Hofkens has a PhD in Learning Science and Policy and a Master of Science in Applied Child Developmental Psychology Research from the University of Pittsburgh. Her research program examines how the social and emotional processes that underlie student engagement in learning contribute to income-based disparities in educational attainment and psychological well-being. Specifically, she applies her background in child development, adult-child interactions, and stress physiology to study engagement in classroom learning, and how teacher-student relationships and interactions contribute to educational trajectories and well-being from early childhood through adolescence.

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**Patricia A. Jennings, MEd, PhD**, is an internationally recognized leader in the fields of social and emotional learning and mindfulness in education and Professor of Education at the School of Education and Human Development at the University of Virginia. Her research places a specific emphasis on teacher stress and how it impacts the social and emotional context of the classroom, as articulated in her highly cited theoretical article "The Prosocial Classroom." Dr. Jennings led the team that developed CARE, a mindfulness-based professional development program shown to significantly improve teacher well-being, classroom interactions, and student engagement in the largest randomized controlled trial of a mindfulness-based intervention designed to address teacher stress. She is currently Principal Investigator of Project CATALYZE, a study that will examine whether CARE enhances the effectiveness of a social and emotional learning curriculum. She is a coauthor of *Flourish: The Compassionate Schools Project* curriculum, an integrated social and emotional learning, health, and physical education program. She is the author of numerous peer-reviewed journal articles and chapters and several books including *Mindfulness in the Pre-K-5 Classroom: Helping Students Stress Less and Learn More*, part of Social and Emotional Learning Solutions, a book series by WW Norton of which she is editor.

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**Deborah Rivas-Drake, PhD**, is a Professor of Education and Psychology at the University of Michigan. The overarching goal of her work is to illuminate promising practices that disrupt racism and xenophobia and help set diverse young people on trajectories of positive contribution to their schools and communities. She is currently the Principal Investigator of the School and Community Pathways to Engagement (SCoPE) project, which explores the connections between social-emotional learning, ethnic-racial assets, and civic/sociopolitical development in early adolescence. In addition to her academic publications, she has lent her expertise more broadly by collaborating with school leaders and district policymakers to develop translational activities for educators; in writings and webinars for parents and educators; and by consulting on race and ethnicity issues in youth for the Collaborative on Academic, Social, and Emotional Learning (CASEL), Sesame Workshop, and Committee for Children, among others.

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