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Feb 8th, 10:00 AM - 11:15 AM

### Cultural Responsiveness in Education and Counseling: Strategies and interventions with Multiracial Individuals

Peeper McDonald  
Mercer University, [mcdonald\\_cp@mercer.edu](mailto:mcdonald_cp@mercer.edu)

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McDonald, Peeper, "Cultural Responsiveness in Education and Counseling: Strategies and interventions with Multiracial Individuals" (2020). *National Cross-Cultural Counseling and Education Conference for Research, Action, and Change*. 25.

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**TITLE:**

Cultural Responsiveness in Education and Counseling: Strategies and interventions with Multiracial Individuals

**CONFERENCE STRAND:**

C. Practice, Strategies, Techniques, and Interventions

Session topic highlights programs, initiatives, and strategies that serve as catalysts for positive social change across a variety of settings.

**ABSTRACT:**

With the rapid growth of the Multiracial population, it is imperative that counselors and educators are equipped with culturally responsive practices, strategies, and interventions for working with this population. Suggestions on how to underscore cultural responsiveness will be given and common issues to consider when conceptualizing the Multiracial population will be discussed.

**DESCRIPTION:**

In keeping with the conference strand of *Practice, Strategies, Techniques, and Interventions in order to highlight programs, initiatives, and strategies that serve as catalysts for positive social change across a variety of settings*, this presentation will equip counselors and educators with culturally responsive practices when engaging with a Multiracial student or family. The relevant literature and research on the Multiracial population will be reviewed, including Multiracial Identity Development Models, culturally responsive pedagogy, and common microaggressions that often occur with this population (i.e., Charmaraman, L., Woo, M., Quach, A., & Erkut, S., 2014; Franco & O'Brien, 2018; Tran, Miyake, Martinez-Morales & Csizmadia, 2016). Additionally, case examples (based in real world examples from research and literature) and common culturally insensitive mistakes will be used within the presentation to underscore culturally responsive practices. Attendees will learn about the culturally insensitive practices that often occur with the Multiracial population and ways to change language, interactions, and even documentation to support cultural responsiveness. Attendees will also learn that they can act as agents of change in the counseling and educational settings by supporting and advocating for inclusivity and research-based culturally responsive practices.

By the end of the session, participants should come away with an increased understanding of:

1. Multiracial Identity Development (with a specific focus on Multiracial developmental models and assessments as well as the issues to consider when working with/researching this population).
2. Suggestions for culturally responsive practices juxtaposed with common microaggressions that occur for Multiracial individuals (this will be specifically aided through concrete examples, case conceptualizations, and practical/workable solutions).
3. Implications and future directions for areas of Multiracial research.

**EVIDENCE:**

Barnes, T. N. & McCallops, K. (2019). Perceptions of culturally responsive pedagogy in teaching SEL. *Journal for Multicultural Education*, 13(1), 70-81.

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**FORMAT:**

Individual Presentation

**BIOGRAPHICAL SKETCH:**

Peeper McDonald, Assistant Professor in the Department of Counseling at Mercer University, holds a PhD in Counselor Education and Practice and is a National Certified Counselor, Licensed Professional Counselor in the state of Georgia, and an Approved Clinical Supervisor. Her research interests include: Professional identity, social justice and advocacy issues, and multicultural issues in counseling. She has presented and published on these topics, with specific focus on the racial mislabeling, color-blindness and discrimination, and identity development of Multiracial individuals.

**KEYWORDS:**

Multiracial, Cultural Responsiveness, Multiculturalism