

UROC/PREP—Access, Wellness, and Relational Determinants of School Success (AWARDSS)

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Brianna Jackson

University of Arizona; Psychological Sciences

Mentor: Dr. Celina Valencia – Cancer Center Division,
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Held at Gunpoint: Investigating the Relationship of Toxic Masculinity and School Violence

ABSTRACT: : The purpose of this study is to identify the relationship between teachers and school administrators and toxic masculinity in a high school climate and how does this connection lead to school violence such as mass shootings. To answer this question, the study was separated into Phase One and Phase Two. In the first phase, the Youth Risk Behavior Surveillance Survey (YRBSS) was analyzed from the years 2011-2017. This data was collected from the state of Arizona and specifically measured tobacco usage, drug and alcohol use and sexual behaviors among adolescents. These measures were stratified by gender, race and sexual identity. The results consisted of white and Hispanic students participating more in risk-behaviors. Additionally, males and students who identified as Lesbian, Gay or Bisexual were more likely to engage these specific behaviors. These findings will assist in creating qualitative surveys and semi-structured interviews in Phase Two, which will be completed in Fall 2020 term.

Andrea Lara-García

University of Arizona; Political Science, Urban and Regional
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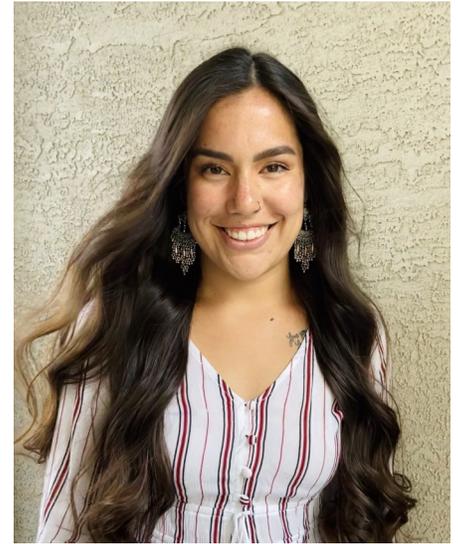


Property Tax Delinquency and Vulnerability in Tucson: The Role of Community Organizations and Financial Education

ABSTRACT: Tax liens are a type of debt a homeowner accrues when they fail to pay their property taxes on time. Because property taxes make up nearly 40% of total local government revenue in the United States, widespread tax delinquency can pose revenue generation problems for municipalities (Marchiony, 2012). In order to recoup their financial losses, Arizona’s Pima County has established a yearly tax lien sale where the County sells the ability to collect debt on a property that has had a lien placed on it (Marchiony, 2012; Pima County Treasurer’s Office, 2020). However, several Tucson nonprofits have organized against this practice, citing concerns that the sales may disproportionately affect vulnerable neighborhoods and precipitate processes of displacement and gentrification. This study seeks to understand the relationship between tax lien sales and displacement, as well as the role of community education in preventing displacement. Using 2020 tax lien sale data available through the Pima County Treasurer’s Office, the dataset was cleaned to determine the quantity and location of inhabited residential liens. Findings indicate that inhabited residential liens make up an extraordinarily small proportion (<1%) of overall liens in Tucson, preventing any statistically significant regression analysis from being done. These findings run contrary to the reports and efforts of local nonprofits in Tucson. Further research is needed to determine whether this discrepancy is due to issues with the appropriateness of the dataset, the ways in which these organizations identify problems in their communities, or something else entirely.

Avriana Martinez

University of Arizona; Special Education and Rehabilitation
Mentor: Dr. Andrew Gardner; Dr. Tommy Begay – Pediatrics
and Psychiatry; Psychiatry



The Role of Culture on Native American Parents' Perceptions about Autism Spectrum Disorder (ASD)

ABSTRACT: Professional literature provides insights on how culture might influence parental perceptions about autism spectrum disorder (ASD). Such literature exists for other cultures, however there is a void in literature concerning perceptions of Native American parents' view about their child with ASD. The purpose of the current study is to consider how culture impacts Native American parental perceptions of ASD. The present study explores perceptions and beliefs of 3 parents from the Tohono O'odham tribe who have a child diagnosed with ASD. The main areas to be investigated include beliefs about the causes of ASD, first manifestations of ASD, and service seeking behavior (i.e. treatment seeking behaviors/options). Interview questions from Klienman (1980) were adapted to direct interviews as well as 6 additional forms adopted from past studies. Additionally, 6 forms were included to address demographics, function of behavior, developmental level, acculturation, and parent stress level. Once data are obtained, the interviews will be examined qualitatively through a thematic analysis for similarities within acculturation levels. Additionally, the forms will be examined quantitatively for specific scores in order to inform us about the reasons for specific perceptions. It is anticipated that findings from the current study will allow better understanding on cultural variables impacting perceptions about ASD and evidence-based treatment options, as well as enhance parents' knowledge, opening doors for access to resources for their child with ASD. Findings will also show the need for what informational programs and use of language should be implemented when working with families from Native American backgrounds.

Alejandro Ponce

University of Arizona; Political Science, Economics

Mentor: Dr. Chad Westerland and Dr. Elizabeth Baldwin –
Government and Public Policy



A Survey of Psychological and Economic Perspectives on Buffelgrass Risk in Southern Arizona

ABSTRACT: : Buffelgrass presents an exogenous environmental threat to the native environment of Southern Arizona. This invasive species competes for natural resources with native plants, carries fire into ecosystems not adapted for it, and reduces biodiversity (Castellanos et al.2016, Stevens & Fehmi 2011). Policy makers and community organizations routinely see new avenues for engaging the general public on contemporary environmental issues. To better comprehend the public perceptions of buffelgrass threat and the severity of such a threat, a survey of homeowners in Southern Arizona will be performed. By performing a survey, we will measure the risk perceptions through psychological and economic based instruments. A comprehensive understanding of present-day attitudes toward the threat of buffelgrass could guide policy makers and local organizations on the most effective messaging and education tools to accurately communicate the threat of buffelgrass and prompt action from the public. The survey will likely be completed within the next couple of months. After the data is collected with $n = \sim 300$, the information will be analyzed using a multiple linear regression analysis to identify the most salient factors of risk perception.

Melina Rodriguez

University of Arizona; English, History

Mentor: Dr. Meg Lota Brown and Dr. Kyle DiRoberto –
English



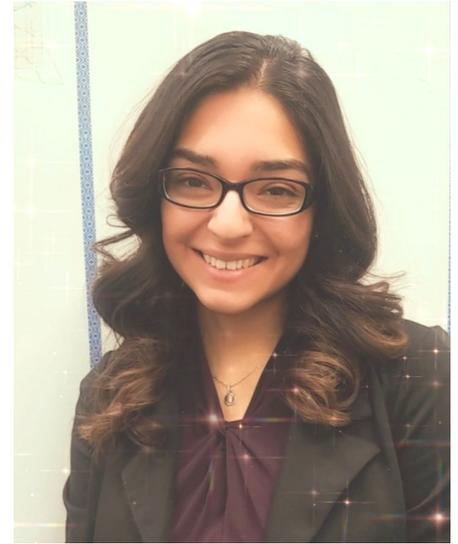
Facilitating conversations about gender in the Shakespeare classroom

ABSTRACT: Shakespeare is universally considered a cornerstone of global literature. However, scholarship that focuses on gender and race is greatly lacking. Previous research has attempted to bridge the gap between Shakespeare and race, gender, and identity politics. The purpose of this study is to supplement the work done by feminist scholars in Shakespeare around gender and race in the classroom. This study focuses on Shakespeare's *A Midsummer Night's Dream* and *Titus Andronicus*, with direct attention to gender in conversation with Gloria Anzaldúa's *Borderlands Theory*. Close Reading aided in the unpacking of three central questions. One, how can Shakespeare's texts facilitate conversations about gender and race in the classroom? Two, is talking about current notions of gender and race relevant to Shakespeare? And three, what does discussing gender and race in Shakespeare contribute to the conversation of social justice and intersectionality in the classroom. This study found that this model is applicable beyond just the selected scope of plays and theme (gender), and can serve as a guide for conversations about systems of oppression.

Patricia Monique Sanchez

University of Arizona; Psychological Sciences

Mentor: Dr. Mary-Frances O'Connor and Dr. Jiah Yoo –
Psychology



Attachment Styles and Higher Education: How Insecure Attachment Styles and Romantic Relationships Affect Academic Achievement

ABSTRACT: Background: Early attachment experiences as kids influence how we approach close relationships as adults. Research has analyzed if being in a romantic relationship predicts academic achievement within adolescents, and how attachment styles predict adult romantic relationships. However, it's unclear how romantic relationships may affect academic achievement among young adults. The present study investigates how romantic relationship & attachment styles predict academic achievement of college students.

Method: Undergraduate students (N= 400) answer online surveys that include measures of romantic relationship & attachment style (Experiences in Close Relationships Scale). Participants' academic records including term GPA, SAT/ACT score, and demographic variables will be obtained at the end of the term. **Hypothesis:** Romantic relationship would show no main effect on term GPA. However, romantic relationship and attachment style would interact to predict GPA. That is, students who have insecure attachment styles and in a romantic relationship will predict lower GPA. **Discussion:** The study may provide further knowledge on the implications of romantic relationships on academic achievement.

Sam J. Sneed

University of Arizona; Public Health

Mentor: Dr. Marc Verhougstraete – Public Health



An Informative Approach to Understanding and Protecting Health Risk from Water Contamination on Tribal Lands

ABSTRACT: Rural Arizona communities with a history of nearby mining may be at an increased risk of contaminants above the United States Environmental Protection Agency (U.S. EPA) drinking water standards. Such contaminant occurrences are associated with adverse health outcomes including cancer. The purpose of this study was to analyze drinking water quality data from an underserved community in Arizona whose aquifer is influenced by naturally occurring arsenic geology. Drinking water sources from 76 households were sampled over a two year period and analyzed for 29 elements. Water consumption behaviors for water sources (e.g. piped, bottled, trucked from community spigot, spring, windmill) were measured for each household in this community and the health risks associated with each water source and their respective contaminant concentrations were analyzed. Using R statistical software, descriptive data analysis of the contaminants present in different water sources was performed and compared to U.S. EPA maximum contaminant levels (MCL). The results of the study demonstrate that none of the water types had samples with uranium concentrations above its associated MCL. Piped water was the only water type with a mean arsenic concentration (0.011 mg/L) exceeding the arsenic MCL (0.010 mg/L). This study identified unique patterns for each contaminant in the different water sources which translated to different risk levels for each water type and contaminant. This project will help inform drinking water interventions for the community and will be used for educational tools for choosing drinking water sources.

Carolyn Rae Tureaud

University of Arizona; Psychology

Mentor: Dr. Michelle Perfect – Education



Identifying Risk Predictors of Traumatic Stress Symptoms in Students with Type 1 Diabetes to Enhance Safe and Supported Learning

ABSTRACT: Yearly, countless young children and adolescents are subjected to hospitalization due to injuries and serious illnesses. Emerging research findings suggest that traumatic stress is a problem for these children as well (NCTSN, 2020). The study assessed the relationship between potential risk predictors and traumatic stress symptoms in students with type 1 diabetes mellitus (T1DM). The study hypothesized that low grades, high absences, below-average state standardized test scores, poor sleeping habits, and inadequate diabetes management would be valid risk predictors in predicting traumatic stress symptoms (TSS) for these students. The data was taken from the previous study, Glycemic Regulation, and Neurobehavioral Effects of Sleep (GRANES) (Perfect et al., 2016). The sample included a total of 105 youth with T1DM (mean age = 13.5, SD= 2.1 years). Analysis indicated characteristics of the sample, which found that nearly 26.1% of the participants scored symptoms consistent with post-traumatic stress disorder. The analysis of variables is ongoing, and results are pending completion. Once multiple regression is completed, it will be used to predict arousal and avoidance symptoms related to TSS. If the relation of the variables are found to predict TSS, the next step of the study will be to include other possible variables within the GRANES study that may also have a contributing factor in predicting TSS in the sample mentioned above. Overall, the study highlights the importance of addressing traumatic stress within students with chronic illness and how academic professionals can address that trauma to enhance safe and supported learning.

Cassandra Yee

University of Arizona; Psychology

Mentor: Dr. Sheri Bauman – Education



Examining Variation in Adolescent Reporting of Bullying in Schools

ABSTRACT: Bullying is a serious public health concern for adolescents that has a wide variety of negative impacts on their overall well-being. Due to the high prevalence of bullying in schools, it is crucial that researchers, teachers, and schools gain a deeper understanding of the issue for the development of effective interventions. The current study examined multiple factors that are associated with reporting of bullying by victims and the reasons that victims gave for not reporting their victimization in a large sample of adolescents in school who reported being victimized ($n=3,098$). Results showed that age and type of bullying were significant predictors of reporting which is consistent with prior research. The results also indicated that reporting of victimization decreased with age and victims who did not identify as cisgender were less likely to report victimization. Those victims who reported their victimization to someone reported fewer internalizing and externalizing problems that victims who did not report. Furthermore, reasons that victims gave for not reporting included the fear of judgment by peers and the belief that reporting would result in worsening the situation. This study provided useful insight on bullying and self-reporting of victimization through the perspective of the students.

Keywords: Bullying, victimization, reporting victimization, adolescents