

Question and Hypothesis

Question

- What impact does shame have on psychological functioning?
- What is the relationship between shame and ethnic identity?
- How does an achieved ethnic identity lead to more promising outcomes for Asian American adolescents
- How does ethnic identity effect academic achievement for Asian American adolescents?

Hypothesis/ Assertion

Shame inhibits an Asian American adolescent's development of an achieved ethnic identity

Abstract

- Posits that the experience of shame impacts the ethnic identity development of Asian American adolescents.
- The integration of Phinney's (1990) theory of ethnic identity development and Lewis, M.'s (1992) theory of shame are utilized to address the proposed hypothesis that the experience of shame inhibits an Asian American adolescent's development of an achieved ethnic identity.
- integrative model offers an explanation as to how shame impacts the Asian American adolescent from obtaining the four components of an achieved ethnic identity
- When administrators, teachers, and school psychologists understand the effect of shame, they can better support this population.

Literature Review

Background Information

- Asian Americans are the fastest growing populations in the United States; (Pew Asian American Center, 2011)
- The shame emotion is more prevalent in Asian cultures (Lewis, M., 1992).
- The term "model minority" to describe Asian American individuals has correlated to feelings of shame when Asian Americans do not meet the model minority stereotype standards

Definition of Terms

- *Shame*: a highly negative emotion that affects a person's behavior. The experience of shame occurs when an individual negatively evaluates himself or herself.
- *Asian Americans* : Americans with Asian ancestry. It is made up of immigrants or their descendants from dozens of countries in the Far East, Southeast Asia and the Indian subcontinent.
- *Model minority*: a minority ethnic group that has achieved success economically and is seen as well-adjusted, which is demonstrated by achievements in occupational, educational, and economic spheres

Theoretical Foundations

Lewis, M's Theory of Shame (Lewis, 1992)

Lewis, M.'s (1992) cognitive attribution model explains the mechanics and effects of shame on an individual. The model features three stages:

- Stage 1: Standard, Rules, and Goals (SRGs)
- Stage 2: Evaluation
- Stage 3: Attribution of Self
- Shame is manifested when an individual negatively evaluates his or her own actions in regard to SRGs and one's global evaluation of the self is entirely negative
- Asian individuals are more prone to evaluating their actions as failures due to their attachment to a "we-self culture" (individuals who are extremely sensitive and concerned with others' feelings and needs)
- The "Model Minority" stereotype is considered a standard set by American society which is a precursor to experience of shame within Asian American adolescents

Phinney's Theory of Ethnic Identity Development (Phinney, 1990; 1993; 2001; 2007)

Three Stage Model:

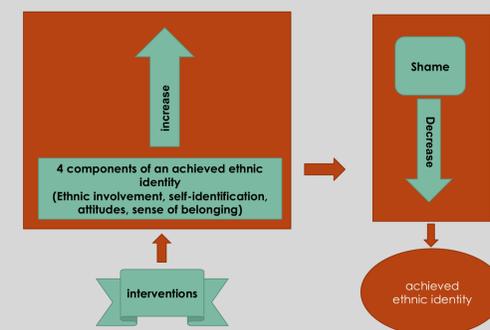
- Stage 1: Unexamined ethnic identity
- Stage 2: Exploration of one's own ethnicity
- Stage 3: Ethnic identity achievement

Components of an achieved ethnic identity include: self-identification as a group member, sense of belonging to the group, attitude towards one's ethnic group, and ethnic involvement.

- According to Phinney, having an achieved ethnic identity contributes to psychological well-being, secure sense of self, and acts a protective factor to negative feelings.

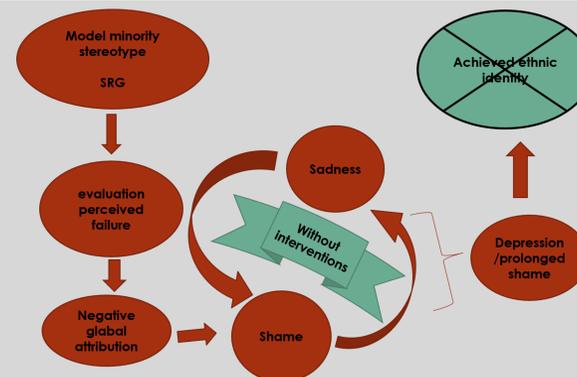
Proposed Integrative Model

- Promoting an achieved ethnic identity for Asian American adolescents is a protective factor from the shame experienced as a result of the Model Minority stereotype
- This is the appropriate model of how schools can support an achieved ethnic identity development for Asian American adolescents to decrease the effects of shame



Application of Integrative Model

The integrative model can be applicable to students of Asian ancestry who exhibit difficulty in developing his or her ethnic identity, which results in an inability to obtain protective factors against shame. The unrealistic "model minority" standard is a precursor to the experience of shame for Asian American adolescents who do not fit in the high academic achieving standard. Without interventions to promote an achieved ethnic identity, Asian American adolescents are subjected to more intense feelings of shame that may lead to more chronic mental health issues.



Best Practices

Response to Intervention (RTI)

Assessment

- Tier 3: Test of Self-Conscious Affect – Adolescent (TOSCA-A), Cultural Life Styles Inventory (CLSI)
- Tier 2: The psychiatric Content Analysis and Diagnosis (PCAD), Multi-Group Ethnic Identity Measure (MEIM)
- Tier 1: Sentence Completion, Informal Questionnaire, SAC-PPS and Supports for children and their families

Interventions

- Tier 3: Individual and Group Psychotherapy
- Tier 2: Support group, Asian American school club, Lunch Bunch
- Tier 1: Psycho-education of mental health services, SAC-PPS and supports to children and their families-intervention

Consultation

- Tier 3: Individualized consultation with the student and family, referrals if needed
- Tier 2: workshops and assemblies for parents
- Tier 1: Psychoeducation to staff and administrators

Conclusion and Recommendation

- Based on the integrative model and the theories referenced, school psychologists and school staff can improve the negative effects of shame experienced by Asian American adolescents by promoting an achieved ethnic identity in schools.
- Factors such as age, developmental stage, gender, different ethnic groups within the Asian American community must be considered
- An understanding of Asian American culture and stereotypes affecting the Asian American community need to be taken into

References

- "The Rise of Asian Americans" Pew Research Center, Washington, D.C. (2011) <http://www.pewsocialtrends.org/asianamericans-graphics/>, Retrieved by October 10, 2015.
- Lewis M. (1992). *Shame: The exposed self*. New York: The Free Press, 1992.
- Phinney, J. S. (1990). Ethnic identity in adolescents and adults: Review of research. *Psychological Bulletin*, 108(3), 499–514. doi:10.1037/0033-2909.108.3.499