

Healing School Communities in the Context of Faith-Based Bullying

A Two-Part Conversation Series

Panelist Curriculum Vitae & Resources

Day 1: July 23, 2024 – What Do We Know?

Dennis Barr



Dennis J. Barr, EdD is the Senior Director of Evaluation for Facing History and Ourselves, an international nonprofit organization that partners with educators to prepare students to be informed and ethical civic participants. Dr. Barr has conducted and supervised dozens of evaluation studies, using qualitative and quantitative methods, to support program improvement and investigate program outcomes. He was the Principal Investigator for a study published in *Teachers College Record: A randomized controlled trial of professional development for interdisciplinary civic education: Impacts on humanities teachers and their students*. He has developed, in partnership with other scholars, theory-driven measures of adolescent social and ethical awareness and teacher

development. His current research focuses on the processes and outcomes of Facing History's professional development and resources on antisemitism and its approach to supporting English Language Arts educators. For nearly 20 years, as an adjunct faculty member at the Harvard Graduate School of Education, Dr. Barr taught courses on educational programs designed to promote adolescent social and civic development. Dr. Barr is also a licensed clinical psychologist.

Blogs:

- [Facing Today. A Facing History Blog](#)

Organizations & Associations:

- [Facing History and Ourselves](#) (Senior Director of Evaluation)
 - Facing History works with teachers by providing guidance to combat racism and antisemitism by using history to teach tolerance in classrooms around the globe. Facing History was recently recommended as a proven social-emotional learning (SEL) program.

Selected Popular/Scholarly Articles:

- **Barr, D. J.** (2005). Early adolescents' reflections on social justice: Facing History and Ourselves in practice and assessment. *Intercultural Education*, 16(2), 145-160. <https://doi.org/10.1080/14675980500133556>
- **Barr, D. J.**, Boulay, B., Selman, R. L., McCormick, R., Lowenstein, E., Gamse, B., Fine, M., & Leonard, M. B. (2015). A randomized controlled trial of professional development

for interdisciplinary civic education: Impacts on humanities teachers and their students. *Teachers College Record*, 117(2), 1-52. <https://doi.org/10.1177/016146811511700202>

- Feigenberg, L. F., King, M. S., **Barr, D. J.**, & Selman, R. L. (2008). Belonging to and exclusion from the peer group in schools: Influences on adolescents' moral choices. *Journal of Moral Education*, 37(2), 165-184. <https://doi.org/10.1080/03057240802009306>
- Freedman, S. W., **Barr, D. J.**, Murphy, K., & Beširević, Z. (2016). The development of ethical civic actors in divided societies: A longitudinal case. *Human Development*, 59(2/3), 107-127. <https://www.jstor.org/stable/26871610>
- Schultz, L. H., **Barr, D. J.**, & Selman, R. L. (2001). The value of a developmental approach to evaluating character development programmes: An outcome study of Facing History and Ourselves. *Journal of Moral Education*, 30(1), 3-27. <https://doi.org/10.1080/03057240120033785>
- Selman, R. L., Schultz, L. H., Nakkula, M., **Barr, D.**, Watts, C., & Richmond, J. B. (1992). Friendship and fighting. A developmental approach to the study of risk and prevention of violence. *Development and Psychopathology*, 4(4), 529-558. <https://doi.org/10.1017/S0954579400004867>
- Shin, J., Freedman, S. W., **Barr, D.**, & Murphy, K. (2023). Democratic civic engagement of adolescents in three divided societies: Northern Ireland, South Africa, and the United States. *Compare: A Journal of Comparative and International Education*, 53(2), 199-216. <https://doi.org/10.1080/03057925.2021.1886054>

Selected Presentations:

- [Educating for Democracy Through Facing History and Ourselves](#). University of Massachusetts Amherst. College of Natural Sciences. The Psychology of Peace and Violence Program. December 4, 2014.

Email: dennis_barr@facinghistory.org

Nadia Ansary



Nadia Ansary, PhD is an expert in bias-based bullying, cyberbullying, Islamophobia, and the psychological correlates of bullying. She has authored numerous publications in these areas, presented to diverse audiences, and offered expert commentary on Islamophobia, hate speech, and the bullying of Muslim youth to the news media. Dr. Ansary received her master's degree and Ph.D. in Developmental Psychology from Teachers College, Columbia University. She is a professor and chair of the Department of Psychology at Rider University.

Organizations & Associations:

- New Jersey Commission on Bullying in Schools, 2008-2009. Appointed by Governor Jon S. Corzine to serve on the New Jersey Commission on Bullying in Schools. Participation entailed collecting information from the community (conducted public hearings and focus groups), information gathering for the report, and was part of the writing committee that rendered the report. Recommendations entailed school-based and legal remedies to reduce bullying in schools.

Selected Book Chapters:

- **Ansary, N. S.**, & Salloum, R. (2011). Community-based prevention and intervention. In S. Ahmed & M. M. Amer (Eds.), *Counseling Muslims: Handbook of mental health issues and interventions* (pp. 161-180). Routledge. <https://doi.org/10.4324/9780203893814>
- **Ansary, N. S.**, & Salloum, R. (2015). Community-based programs: Ethnic-specific approaches to optimizing wellness. In M. M. Amer & G. H. Awad (Eds.), *Handbook of Arab American Psychology* (pp. 344-358). Routledge. <https://doi.org/10.4324/9780203763582>

Reports:

- **Ansary, N. S.** (2018). *Religious-based bullying: Insights on research and evidence-based best practices from the National Interfaith Anti-Bullying Summit*. <https://www.ispu.org/wp-content/uploads/2018/09/ISPU-AMHP-Religious-Based-Bullying.pdf?x46312>

Selected Popular/Scholarly Articles:

- **Ansary, N. S.** (2020). Cyberbullying: Concepts, theories, and correlates informing evidence-based best practices for prevention. *Aggression and Violent Behavior*, 50, 101343. <https://doi.org/10.1016/j.avb.2019.101343>
- **Ansary, N. S.**, Elias, M. J., Greene, M. B., & Green, S. (2015). Best practices to address (or reduce) bullying in schools. *Phi Delta Kappan*, 97(2), 30-35. <https://doi.org/10.1177/0031721715610088>
- **Ansary, N. S.**, Elias, M. J., Greene, M. B., & Green, S. (2015). Guidance for schools selecting antibullying approaches: Translating evidence-based strategies to

contemporary implementation realities. *Educational Researcher*, 44(1), 27-36. <https://doi.org/10.3102/0013189X14567534>

Learn more about Nadia [here](#) ~ Email: nadiaansaryphd@gmail.com

Rania Awaad



Rania Awaad, MD is a Clinical Professor of Psychiatry at the Stanford University School of Medicine where she is the Director of the Stanford Muslim Mental Health & Islamic Psychology Lab as well as Stanford University's Affiliate Chaplain and Affiliate Professor of Islamic Studies. In the community, she serves as the President and Co-Founder of Maristan.org, a holistic mental health nonprofit serving Muslim communities, and the Director of The Rahmah Foundation, a non-profit organization dedicated to educating Muslim women and girls. In addition, she is faculty of Islamic Psychology at Cambridge Muslim College and The Islamic Seminary of America. She is also a Senior Fellow for Yaqeen Institute and the Institute of Social Policy and Understanding. Prior to studying medicine, she

pursued classical Islamic studies in Damascus, Syria, and holds certifications (ijaza) in the Qur'an, Islamic Law, and other branches of the Islamic Sciences.

Organizations & Associations:

- Advisory Board Member, International and National Board of the Centre for Islamic Psychology (Pakistan) (2021-Present)
- Advisory Board Member, Al-Balkhi Institute of Islamic Psychology Research (UK) (2021-Present)
- Executive Director, Maristan (2021-Present)
- Advisory Board Member, Islamic Association of Social and Educational Professions (Germany) (2020-Present)
- Chair, Diversity Coalition, Stanford Psychiatry Department (2020-Present)
- Senior Fellow, Institute of Social Policy and Understanding (2020-Present)
- Senior Fellow, Yaqeen Institute (2019-Present)
- Fellow, International Association of Islamic Psychology (2018-Present)
- Board Member, Abbasi Program in Islamic Studies Education Advisory Board, Stanford University (2017-Present)
- Founder and Member, Community Advisory Board on Muslim Mental Health (2016-Present)
- Founding Director, The Rahmah Foundation (2008-Present)

Selected Popular/Scholarly Articles:

- **Awaad, R.**, Durrani, Z., Quadri, Y., Sifat, M. S., Hussein, A., Kouser, T., El-Gabalawy, O., Rajeh, N., & Shareef, S. (2024). Developing a suicide crisis response team in America: An Islamic perspective. *Journal of Religion and Health*, 63, 985-1001. <https://doi.org/10.1007/s10943-023-01993-3>
- **Awaad, R.**, Hussein, A., Durrani, Z., & Shareef, S. (2024). The development of a novel suicide postvention healing model for Muslim communities in the United States of America. *Journal of Religion and Health*, 63, 1002-1016. <https://doi.org/10.1007/s10943-023-01949-7>
- **Awaad, R.**, Midani, M., Ali, T., Sifat, M. S., & Albatnuni, M. (2024). The development and implementation of a custom-tailored suicide response training for Muslim communities. *Journal of Religion and Health*, 63, 1954-1966 (2024). <https://doi.org/10.1007/s10943-024-02032-5>

- **Awaad, R.**, Quadri, Y., Sifat, M., Elzamzamy, K., Suleiman, K., Rehman, O., Husain, A., Abdelrehim, A., Rushdi, R., Belanger, C. C., Hill, T. D., & Koenig, H. G. (2024). An exploratory qualitative analysis of the Stanford-Templeton convenings on Islam and suicide. *Journal of Religion and Health*, 63, 954-967. <https://doi.org/10.1007/s10943-023-01986-2>
- Zia, B., Kouser, T., Helal, H., & **Awaad, R.** (2024). A brief overview of the Islamic ethics of suicide and suicide-related contemporary issues from a Sunnī perspective: A primer for clinicians and researchers. *Journal of Religion and Health*, 63, 968-984. <https://doi.org/10.1007/s10943-024-02007-6>

Learn more about Rania [here](#) ~ Email: rawaad@stanford.edu

Saida Abdi



Saida Abdi, PhD, MSW, LICSW is a clinical social worker and an expert in refugee trauma and resilience and an Assistant Professor at the University of Minnesota School of Social Work. She has worked for more than 20 years with refugee youth and families in the diaspora and is an expert in refugee trauma and resilience. Her area of focus is building individual, family, and community resilience and improving the responsiveness of systems of care to the needs of refugee and immigrant communities. Her passion is developing trauma-informed culturally-clinically integrated services that are led or co-led by community members to enhance capacity building and ensure ownership and engagement. She trains and consults nationally and internationally with organizations that are

developing/providing mental health services for refugees and immigrants. She is trained in Trauma Systems and is part of the team that developed Trauma Systems Therapy for Refugees (TST-R) at Boston Children's Hospital.

Organizations & Associations:

- Minnesota Disparities in COVID Response Task Force (Member)
- National Child Traumatic Stress Network (Member)
 - The mission of the NCTSN the standard of care and improve access to services for traumatized children, their families and communities throughout the United States.
- California initiative to Advance Precision Medicine (Selection Committee Member)
 - The CIAPM supports collaborative research and fosters partnerships between the state, researchers, patients, communities, and industry to further the aims of this new approach to health and medicine.

Selected Books/Book Chapters:

- **Abdi, S. M.** (2018). Mental health of migrant children. In *Oxford Research Encyclopedia of Global Public Health*. <https://doi.org/10.1093/acrefore/9780190632366.013.12>
- Betancourt, T. S., Frounfelker, R. L., Berent, J. M., Gautam, B., **Abdi, S.**, Abdi, A., Haji, Z., Maalim, A., & Mishra, T. (2019). Addressing mental health disparities in refugee children through family and community-based prevention. In M. M. Suarez-Orozco (Ed.), *Humanitarianism and mass migration: Confronting the world crisis* (pp. 137-164). University of California Press. <https://doi.org/10.1525/9780520969629>
- Ellis, B. H., **Abdi, S. M.**, & Winer, J. P. (2020). *Mental health practice with immigrant and refugee youth: A socioecological framework*. American Psychological Association. <https://doi.org/10.1037/0000163-000>

Selected Popular/Scholarly Articles:

- Betancourt, T. S., Berent, J. M., Freeman, J., Frounfelker, R. L., Brennan, R. T., **Abdi, S.**, Maalim, A., Abdi, A., Mishra, T., Gautam, B., Creswell, J. W., & Beardslee, W. R. (2020). Family-based mental health promotion for Somali Bantu and Bhutanese refugees: Feasibility and acceptability trial. *Journal of Adolescent Health, 66*(3), 336-344. <https://doi.org/10.1016/j.jadohealth.2019.08.023>

- Ellis, B. H., **Abdi, S. M.**, Miller, A. B., White, M. T., & Lincoln, A. K. (2015). Protective factors for violence perpetration in Somali young adults: The role of community belonging and neighborhood cohesion. *Psychology of Violence, 5*(4), 384-392. <https://doi.org/10.1037/a0039610>
- Ellis, B. H., Lincoln, A. K., **Abdi, S. M.**, Nimmons, E. A., Issa, O., & Decker, S. H. (2020). "We all have stories": Black Muslim immigrants' experience with the police. *Race and Justice, 10*(3), 341-362. <https://doi.org/10.1177/2153368718754638>
- Ellis, B. H., Miller, A. B., Baldwin, H., & **Abdi, S.** (2011). New directions in refugee youth mental health services: Overcoming barriers to engagement. *Journal of Child & Adolescent Trauma, 4*(1), 69-85. <https://doi.org/10.1080/19361521.2011.545047>
- Ellis, B. H., Sideridis, G., Davis, S. H., Cardeli, E., **Abdi, S. M.**, & Lincoln, A. K. (2022). Discrimination and mental health of Somali immigrants in North America: A longitudinal study from 2013 to 2019. *Social Psychiatry and Psychiatric Epidemiology, 57*(5), 1049-1059.

Learn more about Saida [here](#) ~ Follow Saida on [LinkedIn](#) ~ Email: sabdi@umn.edu

Samantha Vinokor-Meinrath



Dr. Samantha Vinokor-Meinrath is a lifelong Jewish educator and learner. As an expert on Jewish teens, Generation Z, experiential education, Israel, and questions of Jewish identity, Samantha comes equipped with the right questions to help learners find the answers that resonate with them. She is on a lifelong mission to inspire conversations that move Jewish journeys forward and is passionate about connecting with learners and communities around the world. Samantha currently serves as the Senior Director of Knowledge, Ideas, and Learning at the Jewish Education Project, teaches at Gratz College, and is constantly brainstorming about the Jewish past, present, and future. She is an alumna of the University of Pittsburgh (BA), the Jewish Theological Seminary (MA),

Gratz College (EdD), and the Pardes Experiential Educators Program. Samantha lives in Westchester, NY with her husband and two beloved rescue dogs. She's the author of the forthcoming book *#antisemitism: Coming of Age During the Resurgence of Hate*, and is currently at work on her next book.

Selected Popular/Scholarly Articles:

- **Vinokor-Meinrath, S.** (2022, March 9). *The process of unmasking Jewish pride – opinion*. The Jerusalem Post. <https://www.jpost.com/judaism/article-700808>
- **Vinokor-Meinrath, S.** (2022, January 25). *The tragic ritualization of antisemitism attack response in US Jewry – opinion*. The Jerusalem Post. <https://www.jpost.com/opinion/article-694568>
- **Vinokor-Meinrath, S.** (2021, November 20). *Shine a light in the darkness this Hanukkah*. The Jerusalem Post. <https://www.jpost.com/opinion/shine-a-light-in-the-darkness-this-hanukkah-685535>
- **Vinokor-Meinrath, S.** (2021, November 12). *Time to shine a light on antisemitism*. E Jewish Philanthropy. <https://ejewishphilanthropy.com/time-to-shine-a-light-on-antisemitism/>
- **Vinokor-Meinrath, S.** (2021, November 8). *Identifying Jewish for Gen-Z*. Bar-Ilan University. <https://www.lookstein.org/journal-article/fall-2021/identifying-jewish-for-gen-z/>
- **Vinokor-Meinrath, S.** (2021, March 7). *Teens, takeaways, teachable moments: The value-add of Judaism*. Bar-Ilan University. <https://www.lookstein.org/journal-article/meaning-making-in-jewish-education/teens-takeaways-teachable-moments/>
- **Vinokor-Meinrath, S.** (2018, October 15). *Jews practiced self-care before it was a hashtag*. Hey Alma. <https://www.heyalma.com/jews-practiced-self-care-before-it-was-a-hashtag/>
- **Vinokor-Meinrath, S.** (2017, March 8). *From froyo to philanthropy: On feeding teen engagement*. E Jewish Philanthropy. <https://ejewishphilanthropy.com/from-froyo-to-philanthropy-on-feeding-teen-engagement/>

Publications:

- **Vinokor-Meinrath, S.** (n.d.). *Self care tips for Jewish educators*. https://www.samanthavinokormeinrath.com/files/ugd/094ef2_0f5051400dba46a3bdad0ed14df57e9b.pdf

- **Vinokor-Meinrath, S.** (2019). Finding the line between preparation and fear-mongering: Anti-semitism and Jewish teens. *The Jewish Educator Journal*.
https://www.samanthavinokormeintrath.com/files/ugd/094ef2_46cdba3c68754a34a523f1513ddadf59.pdf

Learn more about Samantha [here](#) ~ Email: samanthavinokormeintrath@gmail.com

Sari Kosdon



Sari Kodson, PsyD is a Licensed Clinical Psychologist providing individual psychotherapy and collaborative educational assessments in the state of California. She trained at the Wright Institute in Berkeley, California and completed a postdoctoral fellowship at Children’s Hospital Los Angeles, Keck School of Medicine. As a psychologist, she comes from a pro-social and trauma informed care background and utilizes a transparent and holistic strengths-based approach to foster hope, resiliency, and growth. Her research has focused on the psychological impacts of contemporary antisemitism.

Interviews:

- Danailova, H. (2024, May). The Psychological Impact of the Rise of Antisemitism. *Hadassah Magazine*. <https://www.hadassahmagazine.org/2024/05/23/the-psychological-impact-of-the-rise-of-antisemitism/>

Projects:

- **Kosdon, S. M.**, O’Connor, L. E., Berry, J. W., & Stiver, D. J. (2020, June-September). *Living with antisemitism* [Virtual poster presentation]. Convention of the Association for Psychological Science. <https://www.eparg.org/anti-sem-wpa2020.pdf>

Publications:

- **Kosdon, S. M.**, Keller, A., Berry, J. W., Stiver, D. J., Whiteford, K., & O’Connor, L. E. (2021). The experience of being Jewish: Living with antisemitism. *Journal of Research in Social Psychology (Revista de Investigación en Psicología Social)*, 7(1). <https://www.redalyc.org/articulo.oa?id=672371335004>

Learn more about Sari [here](#) ~ Email: drsari@kosdonpsyd.com

Shereen Naser



Shereen Naser, PhD is an associate professor of Psychology at Cleveland State University where her teaching and research center on equity in education. Dr. Naser has supported schools across the globe in better understanding the building blocks of a school ecology where all students can thrive.

Selected Books/Book Chapters:

- Mulser, R. M., & **Naser, S. C.** (2020). The roles and responsibilities of the school psychologist in promoting child rights. In B. K. Nastasi, S. N. Hart, & S. C. Naser (Eds.), *International handbook on child rights and school psychology* (pp. 65-80). Springer. https://doi.org/10.1007/978-3-030-37119-7_5
- **Naser, S.** (2023). Best practices in school supports for refugee and forcibly displaced children and families. In P. L. Harrison, S. L. Proctor, & A. Thomas (Eds.), *Best Practices in School Psychology* (7th ed.). National Association of School Psychologists.
- **Naser, S. C.**, Grapin, S. L., Brown Griffin, C., & Brown, J. M. (2021). DisCrit theory applied to clinical supervision for minoritized students with social, emotional, and behavioral concerns. In S. Proctor & D. Rivera (Eds.), *Critical theories for school psychology and counseling: A foundation for equity and inclusion in school-based practice*. Routledge. <https://doi.org/10.4324/9780367815325-16>
- **Naser, S. C.**, Nunn, A. W., Alkalay, S., & Dolev, A. (2020). Promoting child rights through use of technology in the classroom. In B. K. Nastasi, S. N. Hart, & S. C. Naser (Eds.), *International handbook on child rights and school psychology* (pp. 557-575). Springer. https://doi.org/10.1007/978-3-030-37119-7_35
- Nastasi, B. K., Hart, S. N., & **Naser, S. C.** (2020). Child rights and school psychology: Concluding thoughts. In B. K. Nastasi, S. N. Hart, & S. C. Naser (Eds.), *International handbook on child rights and school psychology* (pp. 593-595). Springer. https://doi.org/10.1007/978-3-030-37119-7_37
- Nastasi, B. K., Hart, S. N., & **Naser, S. C.** (Eds.). (2020). *International handbook on child rights and school psychology*. Springer. <https://doi.org/10.1007/978-3-030-37119-7>
- Nastasi, B. K., & **Naser, S. C.** (2020). Conceptual foundations for school psychology and child rights advocacy. In B. K. Nastasi, S. N. Hart, & S. C. Naser (Eds.), *International handbook on child rights and school psychology* (pp. 25-35). Springer. https://doi.org/10.1007/978-3-030-37119-7_2
- Nastasi, B. K., & **Naser, S. C.** (2020). Professional development of school psychologists as child rights advocates. In B. K. Nastasi, S. N. Hart, & S. C. Naser (Eds.), *International handbook on child rights and school psychology* (pp. 145-153). Springer. https://doi.org/10.1007/978-3-030-37119-7_10
- Verlenden, J. V., Adelson, E., **Naser, S. C.**, & Carey, E. (2020). Application of child rights to school-based consultation. In B. K. Nastasi, S. N. Hart, & S. C. Naser (Eds.), *International handbook on child rights and school psychology* (pp. 391-406). Springer. https://doi.org/10.1007/978-3-030-37119-7_25

Selected Popular/Scholarly Articles:

- Benninger, E., **Naser, S.**, & O'Neill, S. M. (2024). Youth as coresearchers: Social justice means youth as knowledge makers too. *School Psychology International*, 45(3), 195-214. <https://doi.org/10.1177/01430343231216978>
- Brown, J. M., **Naser, S. C.**, Brown Griffin, C., Grapin, S. L., & Proctor, S. L. (2022). A multicultural, gender, and sexually diverse affirming school-based consultation framework. *Psychology in the Schools*, 59, 14-33. <https://doi.org/10.1002/pits.22593>
- Clonan-Roy, K., **Naser, S.**, Fuller, K., & Goncy, E. (2023). Sexual and gender diverse youth's marginalization in school based sex education and development of adaptive competencies. *Psychology in the Schools*, 60(7), 2592-2609. <https://doi.org/10.1002/pits.22881>
- Grapin, S. L., Griffin, C. B., **Naser, S. C.**, Brown, J. M., & Proctor, S. L. (2019). School-based interventions for reducing youths' racial and ethnic prejudice. *Policy Insights from the Behavioral and Brain Sciences*, 6(2), 154-161. <https://doi.org/10.1177/2372732219863820>
- Marraccini, M. E., Griffin, D., O'Neill, J. C., Martinez, R. R., Jr., Chin, A. J., Toole, E. N., Grapin, S. L., & **Naser, S. C.** (2021). School risk and protective factors of suicide: A cultural model of suicide risk and protective factors in schools. *School Psychology Review*, 51(3), 266-289. <https://doi.org/10.1080/2372966X.2020.1871305>
- Najjar, K., **Naser, S. C.**, & Clonan-Roy, K. (2019). Experiences of Arab heritage youth in US schools and impact on identity development. *School Psychology International*, 40(3), 251-274. <https://doi.org/10.1177/0143034319831057>
- **Naser, S. C.**, Fuller, K. A., Clonan-Roy, K., Goncy, E. A., Hall, A., DeBoard, A., & Williams, A. (2023). The silencing of sexual and gender diverse identities in middle and high school sexuality education. *Contemporary School Psychology*, 27, 557-570. <https://doi.org/10.1007/s40688-022-00419-3>
- **Naser, S. C.**, Verlenden, J., Arora, P. G., Nastasi, B., Braun, L., & Smith, R. (2020). Using child rights education to infuse a social justice framework into universal programming. *School Psychology International*, 41(1), 13-36. <https://doi.org/10.1177/0143034319894363>

Learn more about Shereen [here](#) ~ Follow Shereen on [LinkedIn](#) ~ Email: s.naser@csuohio.edu

Day 2: July 25, 2024 – How Do We Grow?

Ilana Kaufman



Ilana Kaufman, MA, (she/her) is the Chief Executive Officer of the Jews of Color Initiative. Her work sits at the center of Jewish community, racial equity, and justice, is anchored by the voices and experience of Jews of Color, and is focused on grantmaking, research and field building, and community education. As a guest on NPR's All Things Considered and Code Switch, with pieces featured in eJewish Philanthropy and The Foundation Review, and an Eli Talk titled Who Counts, Race and the Jewish Future with over 45,000 views, Ilana is passionate about all things at the intersection of Jewish community, racial justice, Jews of Color, education, and philanthropy. Ilana was previously the Public Affairs and Civic Engagement Director, East Bay for the San Francisco, Bay Area Jewish Community

Relations Council. A Senior Schusterman Fellow who is always searching Jewish text for discussion of equity and justice, Ilana received her B.A. in Sociology from California State University-Humboldt and her M.A. in Educational Pedagogy from Mills College.

Media:

- Jewish Broadcasting Service. [JBS]. (2023, October 3). *In the spotlight: Ilana Kaufman (Jews of Color Initiative)* [Video]. YouTube. <https://www.youtube.com/watch?v=zTFTsBpwfes>
- College of Charleston. [College of Charleston Jewish Studies]. (2022, May 2). *The 2022 Kronsberg Lecture: A conversation with Ilana Kaufman* [Video]. YouTube. <https://www.youtube.com/watch?v=P5DuOGKBcY0>
- Pokres, I. (2021, August 16). *On 'Jews of color': To Ilana Kaufman*. The Times of Israel. <https://blogs.timesofisrael.com/on-jews-of-color-to-ilana-kaufman/>
- JTA Staff. (2021, June 28) *Jews need to do better if they're to get serious about fighting racism, activists say*. Jewish Telegraphic Agency. <https://www.jta.org/2021/06/28/united-states/jews-need-to-do-better-if-theyre-to-get-serious-about-fighting-racism-activists-say>
- Lieberman, S. (Host). (2021, April 26). Conversation on race and Jews of color with Ilana Kaufman (No. 76) [Audio podcast episode]. In *Everyday Conversations About Race*. <https://raceconvo.com/episode-76-conversation-on-race-and-jews-of-color-with-ilana-kaufman/>
- Nourish Co. (2019, October 17). *An interview with Ilana Kaufman of the Jews of Color field building initiative*. <https://nourish-co.com/journal-all/2019/10/17/ilana-kaufman-interview>
- Cohen, D. N. (2019, July). Ilana Kaufman talks racial justice and Jewish philanthropy. *Hadassah Magazine*. <https://www.hadassahmagazine.org/2019/07/11/ilana-kaufman-bringing-together-racial-justice-jewish-philanthropy/>
- Chang, A. (Host). (2018, October 30). How anti-Semitism is tied to white nationalism [Audio podcast episode]. In *All Things Considered*. NPR. <https://www.npr.org/2018/10/30/662253632/how-anti-semitism-is-tied-to-white-nationalism>
- ELI Talks. [ELI Talks]. (2015, August 27). *Talking race at the High Holidays: ELI on Air with Ilana Kaufman* [Video]. YouTube. <https://www.youtube.com/watch?v=zTD6ze1JWcQ>

- Spence, R. (2014, December 6). *Jews of color challenge ideas about the face of Jewish community*. The Times of Israel. <https://www.timesofisrael.com/jews-of-color-challenge-ideas-about-the-face-of-jewish-community/>

Organizations & Associations/Co-Founded Organizations:

- Jews of Color Initiative (Chief Executive Officer)
 - Jews of Color aims to advance racial equity in the U.S. Jewish community by ensuring Jewish communities and institutions reflect the multiracial reality of the Jewish people.
- Urban Adamah (Adjunct Faculty)
 - Urban Adamah is an educational farm and community center in Berkely California that integrates the practices of Jewish tradition, mindfulness, sustainable agriculture, and social action to build loving, just, and sustainable communities.

Selected Popular/Scholarly Articles:

- **Kaufman, I.** (2021, August 13). *Our community can and must do better for Jews of color*. The Times of Israel. <https://blogs.timesofisrael.com/our-community-can-and-must-do-better-for-jews-of-color/>
- **Kaufman, I.** (2021, August 12). *We asked people about their experiences as Jews of color: Here's what they told us*. Jewish Telegraphic Agency. <https://www.jta.org/2021/08/12/ideas/we-asked-people-about-their-experiences-as-jews-of-color-hes-what-they-told-us>
- **Kaufman, I.** (2018, November 1). *Notes from the field: After a shul shooting, keeping our multiracial Jewish community safe*. E Jewish Philanthropy. <https://ejewishphilanthropy.com/notes-from-the-field-after-a-shul-shooting-keeping-our-multiracial-jewish-community-safe/>
- **Kaufman, I.** (2014, June 14). *“Leaders: Stay the course on DEI through this storm” – op-ed by Ilana Kaufman*. Jews of Color Initiative. <https://jewsofcolorinitiative.org/resources/leaders-stay-the-course-on-dei-through-this-storm-op-ed-by-ilana-kaufman/>

Selected Presentations

- Jewish Federation of Baltimore. [The Associated: Jewish Federation of Baltimore]. (2022, December 22). *Ilana Kaufman, Executive Director of Jews of Color Initiative* [Video]. YouTube. <https://www.youtube.com/watch?v=XZxNaQAoKtg>
- Vilna Shul. [Vilna Shul, Boston's Center for Jewish Culture]. (2022, February 17). *Beyond the count: Perspectives & lived experiences of Jews of color* [Video]. YouTube. <https://www.youtube.com/watch?v=FMWoCFiTU3M>
- B'nai Jeshurun. [B'nai Jeshurun]. (2019, December 4). *Race and us: A conversation with Ilana Kaufman* [Video]. YouTube. <https://www.youtube.com/watch?v=ex6Q70rQzEw>
- ELI Talks. [ELI Talks]. (2015, August 4). *Racism in the Jewish community: The uncomfortable truth* [Video]. YouTube. <https://www.youtube.com/watch?v=QCtBqbsZPLo>

Learn more about Ilana [here](#) ~ Follow Ilana on [LinkedIn](#) ~ Follow Jews of Color Initiative Newsletter [here](#) ~ Email: ilana.kaufman72@gmail.com

Jaleel Abdul-Adil



Jaleel Abdul-Adil, PhD's career interest is culturally sensitive, ecologically-appropriate, and evidence-based practices for low-income urban youth and families. His current research focuses on family-focused interventions for youth with trauma and co-occurring disruptive behavior and community violence exposure that are provided through university-community partnerships, service system collaborations, and national provider networks. Dr. Abdul-Adil is also one of the originators and nationally renowned experts on the use of modern Rap music and Hip-Hop culture to enrich psychosocial interventions for urban youth.

Media:

- **Abdul-Adil, J.** (2018, October). Hip-hop therapy in practice. *Insight Digital Magazine*. <https://www.thechicagoschool.edu/insight/from-the-magazine/hip-hop-therapy/>
- Connelly Holmes, R. (2017, August 22). *Chicago's gun violence crisis is also a mental health crisis*. PBS News Hour. <https://www.pbs.org/newshour/health/chicagos-gun-violence-crisis-also-mental-health-crisis>

Organizations & Associations:

- National Child Traumatic Stress Network – Community Violence Committee (Chair Emeritus)
- Urban Youth Trauma Center (Co-Director)
 - The UYTC is a SAMHSA funded Treatment Service Adaption Center and a member of the National Child Traumatic Stress Network. The program is meant to promote and disseminate comprehensive, integrated, and coordinated care for multi-problem, high-risk youth affected by trauma and community violence.
- Young Warriors/Hip-Hop H.E.A.L.S.! (Founder)
 - Young Warriors is a trauma-informed prevention and intervention paradigm that uses modern Rap music and Hip-Hop culture to promote critical thinking, prosocial skills, and trauma-informed services for urban adolescents

Selected Book Chapters:

- **Abdul-Adil, J., & Suarez, L. M.** (2018). Navigating the vortex of community violence: Applying the STRONG families treatment approach for gang-involved youth. In J. D. Osofsky & B. M. Groves (Eds.), *Violence and trauma in the lives of children: Overview of exposure* (pp. 99–119). Praeger/ABC-CLIO.
- **Abdul-Adil, J.** (2014). From voiceless to victorious: Street sounds and social skills for gang-involved urban youth. In B. Porfilio, D. Roychoudhury, & L. M. Gardner (Eds.), *See you at the crossroads: Hip hop scholarship at the intersections: Dialectical harmony, ethics, aesthetics, and panoply of voices* (pp. 149-168). SensePublishers. https://doi.org/10.1007/978-94-6209-674-5_9

Selected Popular/Scholarly Articles:

- **Abdul-Adil, J., & Suárez, L. (2021).** The Urban Youth Trauma Center: A trauma-informed continuum for addressing community violence among youth. *Community Mental Health Journal*, 58, 334-342. <https://doi.org/10.1007/s10597-021-00827-4>
- Dinizulu, S. M., Suarez, L. M., Simpson, D., **Abdul-Adil, J.**, & Jacobson, K. C. (2020). Psychometric properties of the Community Violence-Prevention Activation Measure (CV-PAM): Evaluating provider activation toward community violence prevention. *Journal of Community Psychology*, 48(2), 545-561. <https://doi.org/10.1002/jcop.22271>

Learn more about Dr. Abdul-Adil [here](#) ~ Email: adil@uic.edu

Jamie Spector



Jamie Spector, LICSW is a Clinical Social Worker and organizer specializing in school-based interventions, multicultural work with immigrants and refugees, and community organizing. Jamie received her master's degree in social work in 1996 from Catholic University of America. Jamie has received post-graduate training in family systems therapy, trauma-informed and trauma-transformed care, and Sensory Motor Arousal Regulation Treatment (SMART). After Graduate School, Jamie spent four years volunteering and working in post-war Bosnia & Herzegovina. She then returned to the U.S. and began focusing on community-based work with immigrants and refugees and school-based interventions for youth and families. Jamie currently works as a School Social Worker

in a public Middle & High School in Central Vermont. Jamie's work in schools over the last 8 years has focused on building trauma-transformed school communities where schools can move away from behaviorism as the dominant paradigm. She seeks to partner with students, families and school staff to understand the underlying meaning beneath behaviors and to help build healing relationships for all. Jamie's participation in this program reflects only her individual views and does not indicate support or endorsement by any school district.

Organizations & Associations:

- National Association of Social Worker (NASW) Vermont (VT) Chapter School Social Work Committee (Co-Chair)
 - The NASW VT School Social Work group meets monthly to address the issues faced by school social workers, our students, and our communities. They share resources, identify challenges, give support, problem solve, and advocate.
- Plainfield Recreation and Public Arts Committee (Chair)
 - The Recreation and Public Arts Committee's goals include economically maintaining and developing the Recreation Field, maintaining a safe and clean environment for town residents and visitors to enjoy options for outdoor recreation and exercise, organizing community events at the Recreation Field, and sponsoring and promoting public art around the Town of Plainfield.
- Central Vermont Refugee Action Network (Volunteer)
 - The Central Vermont Refugee Action Network's mission is to welcome and provide support to refugees, immigrants, asylum seekers, and migrant workers living in, working in, and visiting Central Vermont.

Media:

- Richman, J. (2004). *American peace activist detained in Israel*. Forward. <https://forward.com/news/5004/american-peace-activist-detained-in-israel/>
- Kalman, M. (2004). *S.F. Jewish activist held as security threat in Israel: Social worker appears deportation order – colleagues tie it to crackdown on protesters*. SFGate. <https://www.sfgate.com/politics/article/s-f-jewish-activist-held-as-security-threat-in-2708205.php>

Email: jspector@u32.org

Rana Razzaque



Rana Razzaque, EdD, (she/her) is a Muslim Bangladeshi-American woman. She received her Bachelor's and master's degrees in English literature from the University of Texas at Austin and Arizona State University, respectively, and focused her thesis research on the impact of literary influence on colonizing South Asia in the 17th century. She earned her Doctorate in Educational Leadership and Policy Studies from the University of Denver and focused her dissertation research on how mindfulness influences the culturally responsive practices of educators. Dr. Razzaque is currently the Director of Opportunity, Access, and Inclusion at Englewood Schools in Colorado. Her work intersects culturally responsive and sustaining practices with social-emotional learning and transformative

educational leadership. She has facilitated workshops for organizations and conferences across the United States. Dr. Razzaque's mission is to transform our systems to heal individual and structural oppression and establish communities of radical care and belonging.

Media:

- Youth Celebrate Diversity. (Host). (2024, May 30). Creating space for dialogue [Audio podcast episode]. In *The Teens Talk Podcast*. <https://podcasts.apple.com/us/podcast/teens-talk-creating-space-for-dialogue/id1581156897?i=1000657292178>
- Colorado Community Media. (2019, June 5). *Growing pains: Equity and inclusivity are 'my driving force'*. <https://coloradocommunitymedia.com/2019/06/05/equity-and-inclusivity-my-driving-force/>

Books:

- **Razzaque, R.** (2019). *Bengali Muslims: Social and political thought (1918-1947)*. Asiatic Society of Bangladesh. <https://www.amazon.com/Bengali-Muslims-Political-Thought-1918-1947/dp/9843475399>

Organizations & Associations:

- Denver Support Team Assisted Response (STAR) Program (Advisory Board Member).
 - The STAR Program is an alternative response team including behavioral health clinicians and paramedics to engage those experiencing mental health distress and substance use disorders. STAR responds to low-risk calls where there are no significant safety concerns.
- Youth Celebrate Diversity (Board Member)
 - An organization dedicated to educating and empowering youth in order to advance inclusion and equity for all.

Selected Presentations:

- **Razzaque, R.** (2024, March). Implicit bias: Advanced workshop series. Mountain Plains Mental Health Technology Transfer Center. https://mhttcnetwork.org/products_and_resources/implicit-bias-advanced-workshop-series/

- **Razzaque, R.** (2023, November 9). *Community care: Healing practices for educators of color and allies*. Behavior Education Technology conference (BET-C). <https://www.bet-c.org/2023/community-care-healing-practices-for-educators-of-color-and-allies>
- **Razzaque, R.** (2023, September 20). *An introduction to allyship in action*. Mountain Plains Mental Health Technology Transfer Center. https://mhttcnetwork.org/products_and_resources/an-introduction-to-allyship-in-action/
- **Razzaque, R.** (2022, October). *Confronting implicit bias in society and ourselves: A four-part series*. Mountain Plains Mental Health Technology Transfer Center. https://mhttcnetwork.org/products_and_resources/confronting-implicit-bias-in-society-and-ourselves-a-four-part-series/
- **Razzaque, R.** (2022, May 12). *Culturally responsive engagement through mindfulness*. Mountain Plains Mental Health Technology Transfer Center. https://mhttcnetwork.org/products_and_resources/culturally-responsive-engagement-through-mindfulness/

Follow Dr. Razzaque on [LinkedIn](#) ~ Email: amyrazz37@gmail.com

Sara Deen



Sara Deen, DDS, (she/her) was born and raised in the San Francisco Bay Area by her South Asian Muslim immigrant parents and earned her undergraduate degree, with honors, in Molecular and Cell Biology from UC Berkeley and her dental degree at UC San Francisco. After completing dental school, she practiced dentistry and was a lecturer at UCLA's Advanced Education in General Dentistry program. While treating patients and mentoring dental residents in diverse Los Angeles County, Sara became interested in building bridges between communities grounded in common experiences and mutual interests; she eventually served as the President of the South Coast Interfaith Council in 2020-2021. In 2020, Sara completed a professional fellowship with New Ground

Muslim Jewish Partnership for Change to better understand the Jewish American and Muslim American communities and their complex inter-relationships, followed by completion of New Ground's Courage Accelerator program to understand and address anti-black bias in the Jewish and Muslim communities. Following completion of these programs, Sara joined New Ground's staff as the Muslim youth facilitator for New Ground's teen program, MAJIC (Muslims and Jews Inspiring Change) Understanding the challenges faced by youth and grateful for her own public education, Sara was elected as a governing board member of a public school district in 2022. She continues to serve the local school district community with great interest in meeting the diverse learning needs of students and mitigating youth mental health challenges. Sara's participation in this program reflects only her individual views and does not indicate support or endorsement by any school district.

Organizations & Associations:

- Palos Verdes Peninsula Unified School District (Board Member)
- Banyan Islamic Graduate School (Board of Trustees Member)
 - Banyan partners with the Chicago Theological Seminary (CTS) and will continue this open structure of collaborative education so Banyan students learn within a multi-religious, multi-ethnic, graduate institution that values diversity. Banyan's degree programs, certificates, and courses are open to students of all backgrounds.
- South Coast Interfaith Council (Board of Trustees, Former President-elect 2020-2021)
 - Promotes interfaith education, celebration, and service.
- New Ground Muslim Jewish Partnership for Change (Fellow, 2020; Youth Facilitator)
 - NewGround: A Muslim-Jewish Partnership for Change empowers Jewish and Muslim Change-makers with the skills, resources, and relationships needed to improve Muslim-Jewish relations and strengthen cooperation on issues of shared concern.

Email: drsaradeen@gmail.com

Shachar Cohen-Hodos



Shachar Cohen-Hodos (she/her) serves as the Pasadena Unified School District (PUSD) Project Manager at the Western Justice Center. Through relationship building and training, Shachar builds the capacity for PUSD community members to center Restorative Justice practices throughout the district. She previously worked at Groundswell (formerly OC Human Relations) as a Sr. Restorative Justice Specialist, where she spearheaded a whole-school approach to restorative justice practices at an Orange County middle school. Additionally, she has facilitated MAJIC: Muslims and Jews Inspiring Change, a NewGround high school interfaith dialogue program. She strongly believes that building skills of navigating conflict for our communities' youth will help build a just world.

Media:

- Chioakis, S. (Host). (2023, October 25). How to be vulnerable and find empathy amid Israel-Hamas conflict [Audio podcast episode]. In *Greater LA*. KCRW.
<https://www.kcrw.com/news/shows/greater-la/fashion-hamas-halloween/newground>

Organizations & Associations:

- New Ground Muslim Jewish Partnership for Change (Youth Facilitator)
 - NewGround: A Muslim-Jewish Partnership for Change empowers Jewish and Muslim Change-makers with the skills, resources, and relationships needed to improve Muslim-Jewish relations and strengthen cooperation on issues of shared concern.
- Western Justice Center (Pasadena Unified School District Project Manager)
 - The Western Justice Center empowers people to strengthen their communities by growing the conflict resolution skills and capacity of youth, educators, schools, and community partners.

Follow Shachar on [LinkedIn](#) ~ Email: scohenhodos@gmail.com