Journal of Poetry Therapy

The Interdisciplinary Journal of Practice, Theory, Research and Education

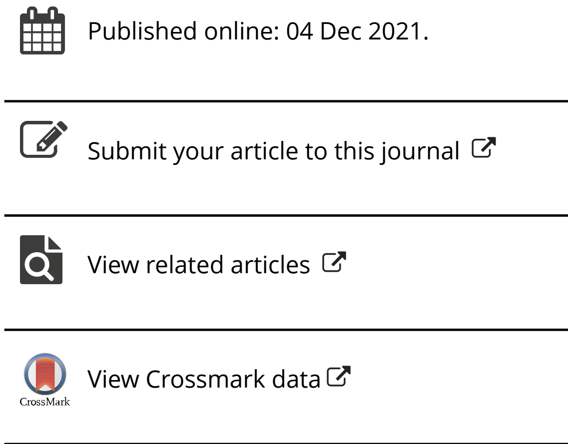
ISSN: (Print) (Online) Journal homepage: https://www.tandfonline.com/loi/tjpt20

Lyric writing as an emotion processing intervention for school counselors: Hip-Hop Spoken Word Therapy and Motivational Interviewing

Ian P. Levy, Christopher Emdin & Edmund Adjapong

To cite this article: Ian P. Levy, Christopher Emdin & Edmund Adjapong (2021): Lyric writing as an emotion processing intervention for school counselors: Hip-Hop Spoken Word Therapy and Motivational Interviewing, Journal of Poetry Therapy, DOI: 10.1080/08893675.2021.2004372

To link to this article: https://doi.org/10.1080/08893675.2021.2004372



Published online: 04 Dec 2021.

Submit your article to this journal

View related articles

View Crossmark data

Full Terms & Conditions of access and use can be found at
https://www.tandfonline.com/action/journalInformation?journalCode=tjpt20

JOURNAL OF POETRY THERAPY
https://doi.org/10.1080/08893675.2021.2004372

Lyric writing as an emotion processing intervention for school counselors: Hip-Hop Spoken Word Therapy and Motivational Interviewing

Ian P. Levy [a], Christopher Emdin[b] and Edmund Adjapong [c]

[a]Department of Counseling & Therapy, Manhattan College, Bronx, NY, USA; [b]Department of Science and Mathematics, Teachers College, Columbia University, New York, NY, USA; [c]Department of Educational Studies, Seton Hall University, South Orange, NJ, USA

ABSTRACT
While scholarship suggests Black and Brown youth disproportionately experience stressors that can disrupt cognitive and emotional regulatory processes, the recognize the resilience and innovation that Black and Brown youth have demonstrated amidst exposure to systemic stressors. Given this reality, school counselors are responsible for adopting strategies that center Black and Brown youth's internal capacity to foster authentic, emotional, development. This paper describes a culturally responsive school counseling intervention that leverages evidence-based counseling theory and hip-hop cultural practices to aid student's internal social and emotional potential. Specifically, the amalgamation of Hip-Hop and Spoken Word Therapy and Motivational Interviewing offers school counselors a social and emotional learning framework designed to engage with the complex intersectionality and emotional experiences of Black and Brown youth. A conceptual framing is presented herein, followed by tangible strategies for school counselors, an illustrative case study, and implications for practice and future research.

ARTICLE HISTORY
Received 15 January 2021
Accepted 10 April 2021

KEYWORDS
Hip Hop Counseling; school counseling; Motivational Interviewing; lyric writing; Hip-Hop and Spoken Word Therapy

Legendary rapper Jay-Z often details his emotional regulation skills in his lyrics. Regularly, Jay-Z reminds himself of his uniqueness in order to generate positive thoughts and feelings about the future. For example, on his song *A Dream,* Jay-Z deploys self-affirmation via lyrics that remind himself that he is built differently than those around him, and that he controls how he designs himself (Carter, 2002). This attunement with one's emotional state, and the ability to compose lyrics that reflect a personal tool for empowerment, is credited as a skill or sensibility for Black and Brown youth who identify with hip-hop (Love, 2016; Travis, 2013). While strong emotional regulation skills can support one's emotional development, Black and Brown youth are often erroneously described to have emotional regulation vulnerabilities that place them at risk for poor mental health outcomes, such as anxiety and depression (Schäfer et al., 2017). Emotional regulation can be defined as an individual's ability to identify an emotion accurately, accept

CONTACT Ian P. Levy Ian.Levy@manhattan.edu Department of Counseling & Therapy, Manhattan College, 4513 Manhattan College Pkwy, Bronx, NY 10471

© 2021 National Association for Poetry Therapy

emotions, navigate a current goal despite emotions, and deploy strategies to alter the intensity of emotions (Van Eck et al., 2017). While hip-hop has historically functioned as a cultural medium where youth describe, discuss, and process emotional trauma (Chang, 2005; McFerran et al., 2020), counselors have over-relied on eurocentric approaches to counseling that consistently fail at eliciting, and subsequently appraising, the complex emotional experiences Black and Brown youth endure (Singh et al., 2020). Using only culturally inadequate counseling methodologies predisposes educators to labeling youth as deficient in their social and emotional development.

For example, high emotional regulation is evidenced in part by the ability to interrupt a threatening emotion (Nigg, 2017). If counselors engage with the lyrics that students produce, they might be offered a deepened understanding of the youth's emotional state (Levy, 2019). Hov illuminates how hip-hop lyric writing functions as an emotional regulation tool, where he can remind himself of his talents to circumvent the emergence of negative thoughts and feelings. So, while a need to support Black and Brown youths' emotional development is certainly warranted, scholars urge educators to pivot away from a pathologizing lens when assessing variables like emotional regulation. However, educators should learn to see, hear, and affirm the culturally specific ways in which Black and Brown youth demonstrate robust emotional regulation skills, as opposed to viewing them through a deficit lens (Emdin, 2016). In fact, the labeling of youth as deficient is representative of educational systems designed to measure what students lack (Love, 2019), rather than constructing school counseling services that are developmental – highlighting and using student's assets as mediums to actualize their internal psychological capacities (Levy & Lemberger-Truelove, 2021). Therefore, the purpose of this paper is to describe a culturally responsive school counseling model that leverages evidence-based counseling theory and hip-hop cultural practices to aid student's internal social and emotional potential.

Emotional coping strategies

Without culturally sustaining counseling services to process negative or distressing events, youth are left to deal with their emotions alone and often rely on unhealthy emotion coping strategies like rumination (Joormann 2010; Joormann & Gotlib 2010). Rumination on specific negative thought patterns decrease one's self-efficacy for interpersonal problem solving (Watkins & Roberts, 2020), and exacerbate harmful cognitions that lead to negative beliefs about the future (Lavender & Watkins, 2004). Further, distress tolerance is explored in literature as an additional coping strategy and construct of emotional regulation (Van Eck et al., 2017). Simons and Gaher (2005) describe distress tolerance as (1) a person's capacity to tolerate a negative emotion, (2) one's belief in their ability to cope with a negative emotion, (3) how consumed one is by an emotion, and (4) how ready one is to change their emotional state. While scholarship suggests Black and Brown youth disproportionately experience stressors that can disrupt cognitive (Enea & Dafinoiu, 2009; Mani et al., 2013) and emotional (Kim et al., 2013) regulatory processes, the authors rebuke this notion and side with research illuminating and recognizing the resilience and innovation that Black and Brown youth have demonstrated amidst exposure to systemic stressors (Travis, 2013).

For example, in reference to the quote at the beginning of the article, Jay Z's ability to remind himself of the efforts he has taken to design himself, and his career, is further suggestive of his ability to navigate a goal despite an emotion, and to deploy the strategy of writing empowering rhymes to alter the intensity of his emotions. Hailing from Brooklyn, New York, Jay Z was born and raised in a large metropolitan urban community that has faced social and economic injustice. As a result of the systemic inequities that communities of color in inner-cities face, they are described as placing inhabitants at a higher risk of mental health illness including environmental and social stressors such as poverty (Bale & Knopp, 2012; Noguera, 2003), limited access to affordable housing (Gallagher et al., 2018), lack of quality health care (Patel et al., 2019), discrimination stress (Pereira & Pedroza, 2019), and exposure to crime offenses (Wilcox et al., 2018). Researchers posit these environmental concerns are predictive of adolescent stress (Park & Evans, 2016) and invoke a need to offer youth support in fostering specific emotion regulation strategies (Jeffries et al., 2016). However, contemporary scholarship offers an important cognitive reframe to these issues, questioning why we ask youth to develop skills to survive a stress-inducing system rather than creating new school counseling strategies that center Black and Brown youth's internal capacity to foster their authentic, emotional, development. To address the need of aiding Black and Brown youth with practicing and further developing emotion regulation strategies, research suggests that school counselors are the ideal professionals for employing interventions (Abry et al., 2018; Lemberger et al., 2018).

Social and emotional learning in schools

Existing interventions

Broadly, school counselors are responsible for supporting students' academic, social/emotional, and career development (ASCA, 2019). Social and emotional learning (SEL) in schools aim to support students in cultivating emotional self-awareness, deepening their understanding of behaviors and decision making, and navigating interpersonal relationships (Collaborative for Academic, Social, and Emotional Learning (CASEL), 2016). Self-management and emotional regulation are one of the five SEL competencies outlined by CASEL (2016), wherein youth learn to regulate emotions and manage daily stressors. In schools, SEL programs support youth in identifying maladaptive thought patterns, developing the requisite social and emotional skills to process them, and ultimately promote resilience when difficult thoughts and feelings emerge (Merrell & Gueldner, 2012; Weist et al., 2018). Reports evidence the school counselors' ability to use clinical skills in order to support students emotionally and cognitively as they engage in academic and career-related pursuits (Lemberger & Huchison, 2014), showcasing how intimately linked SEL is to students' academic and career development. The school counselor can deliver SEL aligned services through individual counseling, group counseling and classroom guidance, or indirectly through supporting school staff in the use of school-wide interventions (ASCA, 2019).

Student Success Skills (SSS) is a school counseling program that aims to support student's social and emotional skill development, particularly to aid students in navigating the stressors that surround academic achievement (Lemberger et al., 2018). A classroom

guidance intervention by a school counselor saw a significant impact of the SSS curriculum on students' executive functioning, including emotional control, shift, plan/organizing, organization of materials, and task completion (Lemberger et al., 2018). In a group counseling setting where school counselors used SSS, student participants experienced increases in social connectedness as well as metacognitive skills such as managing attention, anxiety, motivation, and anger (Bowers et al., 2015). Bowers and colleagues also note a positive relationship between student's behavioral regulation and metacognition. Researchers note that SEL interventions can be used by school counselors within a larger multi-tiered support system, showcasing the effectiveness in a 12-lesson SEL high school curriculum for emotional awareness, expression, and coping in reducing internalizing symptoms amongst youth (Caldarella et al., 2019). Within multi-tiered school supports, motivational interviewing is noted effective in bolstering students' academic motivation (Gutierrez et al., 2018), achievement (Strait et al., 2012), social and emotional development (Shinn & Walker, 2010), coping repertoires (D'Amico et al., 2012), attendance (Enea & Dafinoiu, 2009), as well as in facilitating peer support programs (Channon et al., 2013).

Readiness of school staff

Despite the evidence on the utility of SEL interventions, schools still struggle to support students in accessing mental health support to cultivate the necessary emotional and cognitive coping skills (Marsh & Mathur, 2020). School counselors have limited time and resources and are often over-inundated with tasks that do not address the mental health challenges that students face (Mau et al., 2016). Further, teachers are not adequately trained with the skills needed to address students' mental health challenges in the classroom (Schonert-Reichl et al., 2017). The efficacy of current SEL interventions also differs depending on the context. A meta-analysis revealed that 55% of school-based mental health interventions found to be successful in suburban, and mostly White, schools were ineffective in urban schools populated with Black and Latinx youth (Farahmand et al., 2011). If activated, the school counselor is well-positioned to support youth in navigating social and emotional stressors (Stone & Dahir, 2015). In fact, Bowers et al. (2015) advocate for school counselors to infuse SEL practices into their comprehensive school counseling programs. In particular motivational interviewing can be infused across school counseling programs to address social/emotional, behavioral, and academic outcomes (Shinn & Walker, 2010; Simon & Ward, 2014).

Cultural considerations

In the context of SEL, interventions in schools have been critiqued for lacking cultural responsiveness (Merrell & Gueldner, 2012). Garner et al. (2014) note that many SEL approaches are not culturally responsive, and when interventionists attempt to employ culturally grounded programming, they often fail because they do not consider how the specific values and beliefs of participants and their families might impact outcomes. Addressing this need, Graves et al. (2017) studied a cultural adaption of an SEL curriculum for a sample of African American elementary school students, finding increases in student's emotional self-regulation. The curriculum was originally designed to have students

engage with a series of texts (to practice expressing and processing feelings), which the authors adapted to feature storybooks featuring African American central characters. Graves et al. (2017) call for researchers to reconsider the design of SEL programs to respond to a diverse array of students. Concerns regarding cultural adequacy of SEL interventions stems from a bevy of research questioning counselors' cultural competence (Mosher et al., 2017; Richardson & Molinaro, 1996; Sue et al., 1992). There is a need for counselors to understand their client's lived experiences, the intersectionalities of their identities, and the environmental contexts they exist within (Hannon & Vereen, 2016), particularly given that the traditional methodologies school counselors draw from are noted as inadequate for individuals of diverse ethnic and racial backgrounds (Singh et al., 2020; Tao et al., 2015). Consequently, school counselors need to utilize culturally responsive approaches to support emotional and cognitive outcomes that are rooted in youth culture.

Towards a new theoretical framing

To address the goals of his paper, the following section details the theoretical tenets of an innovative and culturally responsive approach to bolstering Black and Brown youth's internal emotion regulation capacities. Given the need to support youth in honing skills, the authors draw from Motivational Interviewing (Miller & Rolnick, 2013), a counseling framework that focuses on adopting new behaviors. However, to address the noted cultural deficits of premier SEL practices (Graves et al., 2017), an additional counseling framework that is aligned with youth culture, called Hip-Hop and Spoken Word Therapy (Levy, 2019), will be introduced. The amalgamation of these two distinct approaches offers school counselors an SEL framework designed to engage with the complex intersectionalities and emotional experiences of Black and Brown youth.

Hip-Hop and Spoken Word Therapy

In an attempt to ensure culturally relevant SEL programming in schools, the authors consider research noting urban inner-city youth identify as part of hip-hop culture (Adjapong, 2017; Adjapong & Emdin, 2015). As a cultural mechanism, lyric writing offers hip-hop participants a platform to project a genuine reflection of who they are, and what they have been through, out to the world (Wang, 2013). For the hip-hop community, lyric writing and performing "connects the histories of the marginalized, echoes their pain, and concurrently articulates the stance of new people who either have been, or are being, marginalized in different spaces around the globe" (Emdin, 2010, p. 5). The use of hip-hop lyric writing, analysis, and discussion has been previously explored as an effective medium through which youth can disclose and process emotional experiences (Kobin & Tyson, 2006; Travis & Deepak, 2011; Tyson, 2002; Washington, 2018). Given the importance of hip-hop in urban youth culture, and school counselors honoring their student's cultural knowledge (Hannon & Vereen, 2016), a hip-hop based counseling framework is intentionally used in the design of a new approach to emotional regulation work.

Within the field of school counseling, Hip-Hop and Spoken Word Therapy (HHSWT) has emerged as an efficacious and malleable school counseling framework (Levy, 2019; Levy & Travis, 2020; Levy et al., 2018). HHSWT is a counseling process wherein youth write, record,

and perform emotionally-themed songs about emotional difficulties in their lives. HHSWT borrows from established theories to explore how hip-hop culture might offer practical tools to bolster cultural relevance and provide schools with a program that supports students' development needs. For example, person-centered therapy (Rogers, 1957) purports that clients hold the answers to their emotional challenges, urging counselors to actively listen and support clients in discovering their own knowledge. HHSWT tasks youth with emotional lyric writing to explore difficult feelings and recording to hear themselves. The cognitive–behavioral therapist (Beck, 1963) assists clients in identifying how thought patterns lead to behaviors, emphasizing the restructuring of maladaptive thoughts in the healing process. Counselors using HHSWT analyze students' lyrics to identify thought patterns and assist students with rewriting lyrics to reflect their feelings. Drawing from Bandura's (1977) social learning theory, HHSWT uses song collaboration as role-playing to support clients in preparing for and navigating social and emotional conflict. However, research exploring HHSWT as a counseling framework to support youth in the development of emotional regulation skills is limited.

Motivational Interviewing

When considering the construction of a new framework for emotional regulation skill development, the authors draw also from Motivational Interviewing (MI). MI has emerged as a counseling modality to support individuals with behavior change (DiClemente & Velasquez, 2002). MI brings forth tools that support clients in making a behavioral change, including clinical skills that help clients feel supported and encouraged, and concrete tasks like creating a decisional balance (DiClemente & Velasquez, 2002; Jensen et al., 2011), designed as a "collaborative, goal-oriented style of communication with particular attention to the language of change" that is "designed to strengthen personal motivation for and commitment to a specific goal of eliciting and exploring the person's own reasons for change within an atmosphere of acceptance and compassion" (Miller & Rollnick, 2013, p. 29). Within MI is the salient concept of *change talk* or words from clients that indicate interest in change (Miller & Rollnick, 2013).

As a counseling process, MI can be described as having four key processes: *engaging, focusing, evoking, and planning*. Engaging is the rapport building process with the client, where a connection is made that allows both parties to work with each other, emphasizing the construction of the therapeutic alliance. Focusing has been described as, "the process by which you develop and maintain a specific direction in the conversation about change" (Miller and Rollnick, 2013, p. 27). Evoking is the process by which counselors help their clients talk *themselves* into change (Miller & Rollnick, 2013). Planning "encompasses both developing commitments to change and formulating a specific plan of action" (Miller & Rollnick, 2013, p. 30). To engage in the MI process, specifically geared towards supporting change talk and behavioral change, communication skills are required including open-ended questions, affirming, reflecting, and summarizing (Miller & Rollnick, 2013).

When the client and practitioner move into the planning process it is ideal that they utilize *path mapping* (Miller & Rollnick, 2013), a methodical and cautious process by which plans can be created and actualized. Miller and Rollnick (2013) provide the clinician with five steps to guide the client through said mapping: (1) confirming the goal, (2) creating and discussing a menu of options available to the client, (3) target specific hunches of preferences of the client

as a path forward, (4) summarize the clients plan and strengthen their commitment, and (5) work through any concerns the client or counselor have. In the subsequent section the authors explore the coupling of MI and HHSWT, to offer school counselors a step-by-step process to support students' emotional reflection and behavior change.

The Hip-Hop and MI process

Drawing from the MI process of engaging, focusing, evoking, planning, and path-mapping, this section offers specific hip-hop based interventions that can foster change-talk and support students in making behavior change. While MI holds promise in supporting individuals through behavior change, an SEL program in schools must also capitalize on youth culture. Similarly, HHSWT is missing specific tools to support clients in using lyric writing as a mechanism for cultivating emotional regulation skills. While Levy (2012) did suggest that counselors using HHSWT "will be responsible for finding the most salient emotions, highlighting cognitive errors, and working with the client to fix them" (p. 223), particular tools for the highlighting of maladaptive thought patterns, and their impact on behavior, should be offered to practitioners. Therefore, a hip-hop based MI process is described below and in Figure 1.

Engaging

The engaging process in MI stresses the construction of the counseling relationship. Supporting a client's authentic introspection to generate insights is a basic humanistic condition (McWilliams, 2005), which encourages counsleors to deploy interventions that focus on what will resonate emotionall with clients, above all else (Hansen, 2005). The use of hip-hop lyric writing in counseling sessions encourages youth to construct introspective lyrics supporting the exploration of their lived experiences and particular emotional issues of importance to them. Given research that suggests youth feel more comfortable exploring thoughts and feelings through lyric writing to traditional forms of talk therapy (Gonzalez & Hayes, 2009; Levy & Keum, 2014), and perceive counselors who use hip-hop based interventions as relatable on a personal level (Kobin & Tyson, 2006), Levy (2020) called for counseling professionals to become comfortable using hip-hop lyric writing interventions in session to foster rapport. In an individual counseling

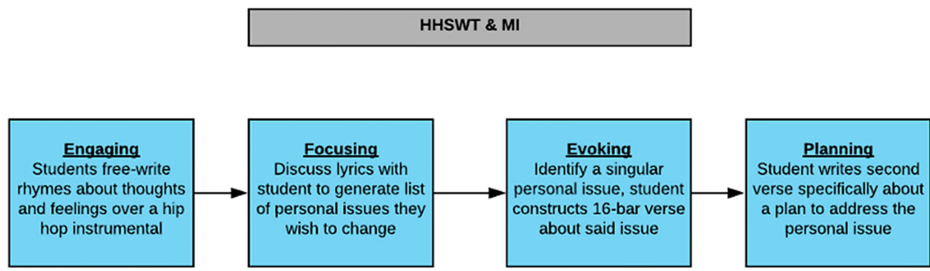


Figure 1. A Hip-Hop and Motivational Interviewing Process. Note. This figure describes how the motivational interviewing process of engaging, focusing, evoking, and planning can be accentuated by hip-hop lyric writing.

session, counselors can put an instrumental hip-hop beat on, ask students to identify an emotion they came into the session with, and start writing and discussing the students' rhymes about that emotion.

Focusing

The focusing aspect of the MI process asks counselors to direct the conversation towards change. The use of hip-hop album or mixtape creation has been encouraged, as a means to support youth in identifying a series of emotional concepts that function as topics they wish to address throughout the counseling process. Levy et al. (2018) discuss the creation of the *hip-hop mixtape* as a distinct hip-hop cultural process. Drawing from the youth participatory action research (Cook & Kruger-Henny, 2017), hip-hop mixtape making engages young people in researching, creating, and disseminating a hip-hop project about an issue they deem important to their community (Levy et al., 2018). This particular mixtape making model in a group counseling setting was found to cause significant reductions in stress, anxiety, and depression symptoms for Black and Latinx youth (Levy & Travis, 2020). To engage youth in the creation of a series of songs about specific issues they wish to change, counselors can review the initial lyrics students have written in the engaging stage, and ask open-ended questions about the meaning behind the lyrics, to generate a list of more specific personal issues students wish to address and change throughout sessions.

Evoking

Evocation is a strength-based approach that pinpoints the tools clients already have within them to then use those internal resources to talk themselves into change (Miller & Rollnick, 2013). By writing and reciting lyrics, the counselor and the student are afforded the opportunity to pinpoint reasons for individual struggles with specific behaviors. Lyric writing is known to offer youth a culturally and socially appropriate medium through which they can express vulnerabilities (Levy & Keum, 2014). Therefore, once a variety of possible lyric writing topics around change have emerged in the focusing process, the counselor encourages students to pick a singular topic and construct a full initial verse discussing their thoughts and feelings about said topic. Then, through the use of reflective listening, school counselors can support clients in the exploration of emotions evoked in their verse to both clarify the students' meaning and enable them to feel heard and empowered to continue evoking. Through the exploration of identified emotional concerns, however, school counselors must keep a lookout for change talk, to highlight and validate it.

Planning and Track Mapping

The final MI process is planning, identifying, and formulating a plan for change. Miller and Rollnick's (2013) path mapping is an integral part of the planning process and can be integrated into the HHSWT and MI process via a method called *Track Mapping*. Track mapping helps students finalize their track by including an additional verse (a second verse) in which they are asked to formulate a tangible plan to address the difficult thoughts and feelings

revealed in their initial verse. School counselors begin by reviewing the initially written verse with the student (summarizing the thoughts and feelings students expressed about a specific issue they wish to change) to confirm the overall goal. The goal here is dependent on the specific focus or emotional theme of the student track (e.g. feeling isolated in school/class, poor peer relationships, not sleeping because of home life, etc.). Second, through an additional conversation about what has already been written, the counselor and student will discuss and decide upon a series of steps they can write about in the second verse to handle the situation presented in the initial verse (helping the student list a menu of options available to them). For example, if a student feels lost and uncomfortable in classrooms, the options listed for the verse could be "have a conversation with the teacher in which you express feeling unheard, or don't have a conversation with the teacher, therefore, continuing to feel uncomfortable and disengaged". After creating that menu based on options presented by the student, the counselor will ask a key question like "So what are you going to write about?" or "Which verse topic would be best to deal with this issue?" Then, as a third step based on this choice, the counselor supports the student in writing a second verse based on that plan.

Once the verse is written, the counselor may then read through the completed student track and begin recording it (ultimately providing a summary of the plan and strengthening the student's commitment through validation). Lastly, the counselor and student should voice any concerns they have about the verse and recording (functioning as troubleshooting their plan of action). After the recording is complete the counselor may even email it to the student so they can listen to it prior to executing the plan (i.e. having a conversation with their teacher). In the following section, the lead author details a school counseling session, as a case study, where they used the HHSWT and MI model.

An emotional processing intervention: the case of Brian

A student was sent to the school counselor because he had his head down in class and was unresponsive to the teacher during a class assignment. When the school counselor arrived at the students' classroom to pick the student up, the teacher indicated that she offered an assignment to the class and then the student (Brian, pseudonym) became unresponsive. This was not like Brian, who was usually very engaged in class. Concerned about a deeper issue, the teacher elected to call the school counselor.

Engaging

When the counselor and Brian began their session, Brian did not want to talk. Instead, the school counselor played an instrumental beat over the speaker, gave Brian a journal, and asked him to write about what was on his mind. Brian writes:

It's always good to have someone that's there by your side/

who recognize who you are and fills you up with pride.

Even if it's night time they could make you shine/

They can be ya other half, they can be yah ride or die.

Focusing

To focus on a particular topic, the counselor engaged in a conversation with Brian about what lyrics he wrote. Using general communication skills from the MI model, the counselor reflected feelings with statements like “it sounds like having someone by your side is important” and asked questions like “What does a “ride or die” look like to you?” The counselor discovered from Brian that the phrase ride or die was used to describe an individual who was by his side through difficult times, which he felt he did not have. Through this conversation, the counselor then aimed to support Brian in generating a list of options to construct a verse about, specifically focusing on an issue that Brian wished to change. The generated list included themes that Brian deemed important, which included: *loneliness, friends, family, and mentors*. The counselor asked brian to jot those words down in a bullet-point list in his journal, to refer to later.

Evoking

During the evoking process, the school counselor is to work with the student to select a hip-hop instrumental to write about the theme(s) generated in the Focusing process. Keeping the aforementioned themes in mind, the counselor asked Brian to reflect on what types of instrumental hip-hop beats might support the content for this song. Given the somber and introspective nature of the song Brian wished to create, he selected the instrumental beat of a song by rapper Eminem, titled Mockingbird, where Eminem explores a variety of family issues. Brian was then tasked with writing his *initial* verse about his list of themes (loneliness, friends, family, and mentors). Brian wrote:

> Growing up and no one had my back, wasn’t forced rap,/
>
> I just did it Cuz I wasted time so I stuck with that./
>
> People was always saying something or making jokes,/
>
> but if you keep on making jokes you’ll get stuck with no growth./
>
> Funny, that’s the type of stuff I wrote, never say it as a quote,
>
> I was so young and had a clean lung, I was stuck on hope.
>
> Hoping to have a life um yep maybe with a wife on a boat,
>
> and so I wrote, so ill minded I thought It was dope.

Planning

The planning process involves the process of Track Mapping, where the student and counselor review the track, create a menu of possible plans to address the emotions explored in the first verse, write the second verse, and then record the whole song. First, the school counselor used communication skills to reflect, summarize, and ask follow-up questions about Brian’s initial verse (created during the evoking process). This process elicited valuable information, specifically that the reason Brian put his head down in English class was because the teacher has asked them to engage in an

assignment about the qualities of a personal mentor. Brian realized that he had no mentor and had a series of negative thoughts that prevented him from being able to focus, so he put his head down. While his head was down, he felt he had lost his way, had no support from others, and was not accomplishing his goals. Brian disclosed to the school counselor that his older brother used to be his role-model and support system, but that they were not in regular contact because his brother moved away. This is why in his initial verse he referenced being “young” and “stuck on hope”, and, while he wanted to have a “life” with a “wife”, he felt these dreams were impossible without guidance. He also indicates frustration with others who made fun of him. This discussion allowed the school counselor and Brian to co-generate a list of 3 options that he could explore in a second verse, as a solution to help him address feelings of loneliness and a lack of support. These options include: (1) finding a support system, (2) figuring out how to accomplish goals without the ideal support, or (3) doing nothing. Brian was asked to explore his preferred plan in a *second* verse, and wrote the following:

> Looking back man what, they asked me who my mentor was,/
>
> Shoot I was stuck, I’m wondering yo what the f***?/
>
> First thought was my brother, can’t be my mother, Cuz she hate me and what I do,/
>
> so you wonder why I look confused when you ask yo how are you?/
>
> I lie. “Shoot I’m cool”, why? I don’t know I’m a fool, just hide the pain./
>
> It’s crazy cuz it keep the shame, that brotherhood the only thing that hide pain./
>
> Now I’m tryna maintain, get my state of mind on check and create my own lane./
>
> While these people call me lame, they never been thru what I’ve been thru so they staying the same, I’m tryna change.

In his second verse, Brian explored his thoughts and feelings, in ways that he was unable to in class when tasked with a mentorship assignment. In this second verse Brian notes his lack of mentorship, tension with his mother, and his brother’s absence. He also admits to himself that he has been struggling emotionally and feels silly for being fixated on the opinions of others. He then concludes with change talk, indicating that instead of ignoring feelings he will tap into his emotions more regularly. This would enable him to “get his state of mind in check” and move forward. Quite powerfully, Brian raps about realizing and using his own uniqueness (“they never been thru what I’ve been thru”) as a vehicle for both ignoring others, and for change. This is a noted shift in cognition from the initial verse where he rapped about a loss of hope, lack of support, and an over-reliance on the opinions of others.

Discussion

By collectively using HHSWT and MI, the school counselor was able to offer Brian a chance to reflect on a series of unexplored thoughts and feelings. The initial free-writing in the engaging phase allowed Brian to open up and begin emoting. While Brian was initially a bit hesitant to open up via a formal talk-based dialogue, lyric writing was used to

bolster relationship building (Kobin & Tyson, 2006) and create a platform authentic expression (Levy, 2020) – both necessary during the engaging stage (Miller & Rollnick, 2013). During the focusing phase, the counselor discussed Brian's initial lyrics to help him in choosing some salient emotional themes to explore in the first verse of a song, a curricular approach known helpful in structuring the content that students write about (Levy et al., 2018). When in the evoking phase, Brian was able to construct a full verse around feelings of loneliness, friends, family, and mentors. Brian's use of lyric writing as a means to process difficult thoughts and feelings further validates the crux of the research on hip-hop and school counseling praxis (Elligan, 2004, Gonzalzez & Hayes, 2009, Levy, 2019; Washington, 2018). In the planning phase, the counselor used Track Mapping to aid Brian in the identification of a plan to address a sense of loneliness and judgment that he felt. This process in its entirety culminated in Brian composing a complete song where he learned to appreciate his emotions and generated the new belief that by tapping into his emotions frequently, Brian could facilitate his own change. Specifically, Brian's successful use of track-mapping provides an innovative and culturally appropriate adaptation to Miller and Rollnick's (2013) path mapping.

Overall, the process detailed in the above case study illuminates how HHSWT and MI can theoretically be used collectively to support students in cultivating emotional regulation skills. The novelty of lyric writing addresses needs in the literature to offer youth culturally responsive platforms for engaging in social and emotional learning (Merrell & Gueldner, 2012). Similar to the research of Graves et al. (2017), the authors detailed how an evidence-based approach such as MI might be adapted to meet the cultural needs of urban youth. When Brian's teacher called the school counselor, Brian was experiencing intense emotions that caused him to disengage from the lesson. In the session, Brian reported ruminating about the lack of a mentor, as well as feelings of loneliness (Joormann 2010), which decreased his self-efficacy to solve the presenting interpersonal problem (Watkins & Roberts, 2020). However, by engaging in the HHSWT and MI process with his school counselor, Brian engaged in lyric writing that increased his tolerance of said negative emotions (Simons & Gaher, 2005). By participating in the construction of a hip-hop song about his presenting concern, Brian learned to deploy strategies to alter the intensity of emotions, cope with the experience of negative thoughts and feelings, and navigate the goal of problem-solving (Van Eck et al., 2017).

Conclusion

Limitations

The largest limitation of this proposed model is the lack of direct empirical evidence. However, given the existence of the effectiveness of HHSWT (Levy, 2019; Levy & Adjapong, 2020; Levy & Travis, 2020) and Motivational Interviewing (Miller & Rollnick, 2013; Gutierrez et al., 2018) to succor development, there is a rationale for continued research. As described in this paper, the hip-hop and motivational interviewing model is situated within individual counseling and could be time-consuming, presenting a concern for school counselors while meeting the needs of their all students on their caseload (ASCA, 2019). This is precisely why an implication of this study is to further research the use of this model across school counseling programs, in collaboration with additional

stakeholders. This intervention is largely dependent on the lyrics that students construct, which might seem to present a limitation if a student does not identify with hip-hop. In this case it is recommended that school counselors consider any form of lyric writing (across genres, or in the form of spoken word poetry) as additional mediums for students.

Implications for research and practice

School counselors looking to glean insight from culturally responsive and theoretically sound approaches are encouraged to utilize the hip-hop and motivational interviewing process described in this article. There is certainly a need for more school counseling-centered theory with practical implications (Dollarhide & Lemberger, 2018), this article provides practical support towards this end. While this article was conceptual in nature, it presents an argument for follow-up empirical research studies. A mixed-methods study exploring the school counselors use this model with a small group of students across individual sessions is recommended. Additionally, the case study described in this article was specifically regarding social and emotional concerns. It would be fascinating to explore the potential of using hip-hop and motivational interviewing with students to navigate their academic development (i.e. science or math phobias, or academic motivation) or to foster career development skills (interests, skills, work values, personality, etc.). Research across the social/emotional, career and academic domains would provide a holistic look at the applicability of the hip-hop and motivational interview process for practicing school counselors. There might also be possibilities for the use of the hip-hop and motivational interviewing model to address tensions in relationships between teachers and students, or with any other educational stakeholders, as a way to mediate or reconcile concerns. Given the school counselor's role as a collaborator and advocate for students, documenting research and practice in this area would be valuable. In fact, a qualitative study with a group of school counselors reflecting on their use of this process would also be enlightening.

Disclosure statement

No potential conflict of interest was reported by the author(s).

ORCID

Ian P. Levy http://orcid.org/0000-0002-4798-0224
Edmund Adjapong http://orcid.org/0000-0002-7712-6854

References

Abry, T., Granger, K. L., Bryce, C. I., Taylor, M., Swanson, J., & Bradley, R. H. (2018). First grade classroom-level adversity: Associations with teaching practices, academic skills, and executive functioning. *School Psychology Quarterly*, *33*(4), 547. https://doi.org/10.1037/spq0000235

Adjapong, E. S. (2017). Bridging theory and practice in the urban science classroom: A framework for hip-hop pedagogy in STEM. *Critical Education*, *8*(15). http://ojs.library.ubc.ca/index.php/criticaled/article/view/186248

Adjapong, E. S., & Emdin, C. (2015). Rethinking pedagogy in urban spaces: Implementing hip-hop pedagogy in the urban science classroom. *Journal of Urban Learning, Teaching, and Research*, *11*, 66–77. https://files.eric.ed.gov/fulltext/EJ1071416.pdf

American School Counselor Association (ASCA). (2019). *The ASCA national model: A framework for school counseling programs* (4th ed.).

Bale, J., & Knopp, S. (Eds.). (2012). *Education and capitalism: Struggles for learning and liberation*. Haymarket Books.

Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, *84*(2), 191–215. http://dx.doi.org/10.1037/0033-295X.84.2.191

Beck, A. T. (1963). Thinking and depression: Idiosyncratic content and cognitive distortions. *Archives of General Psychiatry*, *9*, 324–333.

Bowers, H., Lemberger, M. E., Jones, M. H., & Rogers, J. E. (2015). The influence of repeated exposure to the student success skills program on middle school students' feelings of connectedness, behavioral and metacognitive skills, and reading achievement. *The Journal for Specialists in Group Work*, *40*(4), 344–364. https://doi.org/10.1080/01933922.2015.1090511

Caldarella, P., Millet, A. J., Heath, M. A., Warren, J. S., & Williams, L. (2019). School counselors Use of social emotional learning in high school: A study of the strong teens curriculum. *Journal of School Counseling*, *17*(19), n19. https://files.eric.ed.gov/fulltext/EJ1219658.pdf

Carter, S. (2002). A Dream [Recorded by Jay-Z]. CD. Universal Music Group.

CASEL. (2016). *SEL research*. http://www.casel.org/research/

Chang, J. (2005). *Can't Stop won't Stop: A history of the Hip-hop generation*. St: Martin's Press.

Channon, S., Marsh, K., Jenkins, A., & Robling, M. (2013). Using motivational interviewing as a basis for a peer support programme in high school. *Pastoral Care in Education*, *31*(1), 66–78. https://doi.org/10.1080/02643944.2012.731426

Cook, A. L., & Krueger-Henney, P. (2017). Group work that examines systems of power with young people: Youth participatory action research. *The Journal for Specialists in Group Work*, *42*(2), 176–193. http://dx.doi.org/10.1080/01933922.2017.1282570

D'Amico, E. J., Osilla, K. C., Miles, J. N. V., Ewing, B., Sullivan, K., Katz, K., & Hunter, S. B. (2012). Assessing motivational interviewing integrity for group interventions with adolescents. *Psychology of Addictive Behaviors*, *26*(4), 994–1000. https://doi.org/10.1037/a0027987

DiClemente, C. C., & Velasquez, M. M. (2002). Motivational interviewing and the stages of change. In *Motivational Interviewing: Preparing People for Change* (vol. 2, pp. 201–216). The Guilford Press.

Dollarhide, C. T. (2018). *Theories of school counseling for the 21st century*. Oxford University Press.

Elligan, D. (2004). *Rap therapy: A practical guide for communicating with youth and young adults through rap music*. Dafina Books.

Emdin, C. (2010). Affiliation and alienation: Hip-hop, rap, and urban science education. *Journal of Curriculum Studies*, *42*(1), 1–25. http://dx.doi.org/10.1080/00220270903161118

Emdin, C. (2016). *For white folks who teach in the hood ... and the rest of y'all too: Reality pedagogy and urban education*. Beacon Press.

Enea, V., & Dafinoiu, I. (2009). Motivational/solution-focused intervention for reducing school truancy among adolescents. *Journal of Cognitive and Behavioral Psychotherapies*, *9*(2), 185–198. http://www.solutions-centre.org/pdf/webPDFFile.pdf

Farahmand, F., Grant, K. E., Polo, A., Duffy, S., & DuBois, D. (2011). School-based mental health and behavioral programs for low-income, urban youth: A systematic and meta-analytic review. *Clinical Psychology: Science and Practice*, *18*(4), 372–390. https://doi.org/10.1111/j.1468-2850 doi:10.1111/j.1468-2850.2011.01265.x

Gallagher, M., Burnstein, E. T., & Oliver, W. (2018). *How affordable housing providers can boost residents' economic mobility*. Urban Institute.

Garner, P. W., Mahatmya, D., Brown, E. L., & Vesely, C. K. (2014). Promoting desirable outcomes among culturally and ethnically diverse children in social emotional learning programs: A multilevel heuristic model. *Educational Psychology Review*, *26*(1), 165–189. https://doi.org/10.1007/s10648-014-9253-7

Gonzalez, T., & Hayes, B. G. (2009). Rap music in school counseling based on Don Elligan's rap therapy. *Journal of Creativity in Mental Health*, *4*(2), 161–172. https://doi.org/10.1080/15401380902945293

Graves, S. L., Herndon-Sobalvarro, A., Nichols, K., Aston, C., Ryan, A., Blefari, A., Schutte, K., Schachner, A., Vicoria, L., & Prier, D. (2017). Examining the effectiveness of a culturally adapted social-emotional intervention for African American males in an urban setting. *School Psychology Quarterly*, *32*(1), 62–74. http://dx.doi.org/10.1037/spq0000145

Gutierrez, D., Foxx, S. P., & Kondili, E. (2018). Investigating the effectiveness of a motivational interviewing group on academic motivation. *Journal of School Counseling*, *16*(14), n14. https://files.eric.ed.gov/fulltext/EJ1185874.pdf

Hannon, M. D., & Vereen, L. G. (2016). Irreducibility of black male clients: Considerations for culturally competent counseling. *The Journal of Humanistic Counseling*, *55*(3), 234–245. http://dx.doi.org/10.1002/johc.12036

Hansen, J. T. (2005). Postmodernism and humanism: A proposed integration of perspectives that value human meaning systems. *The Journal of Humanistic Counseling, Education and Development*, *44*(1), 3–15. http://dx.doi.org/10.1002/(ISSN)2164-490X

Jeffries, E. R., McLeish, A. C., Kraemer, K. M, Avallone, K. M., & Fleming, J. B. (2016). The role of distress tolerance in the use of specific emotion regulation strategies. *Behavior Modification*, *40*(3), 439–451. http://dx.doi.org/10.1177/0145445515619596

Jensen, C. D., Cushing, C. C., Aylward, B. S., Craig, J. T., Sorell, D. M., & Steele, R. G. (2011). Effectiveness of motivational interviewing interventions for adolescent substance use behavior change: A meta-analytic review. *Journal of Consulting and Clinical Psychology*, *79*(4), 433. https://doi.org/10.1037/a0023992

Joormann, J. (2010). Cognitive inhibition and emotion regulation in depression. *Current Directions in Psychological Science*, *19*(3), 161–166. http://dx.doi.org/10.1177/0963721410370293

Joormann, J., & Gotlib, I. H. (2010). Emotion regulation in depression: Relation to cognitive inhibition. *Cognition & Emotion*, *24*(2), 281–298. http://dx.doi.org/10.1080/02699930903407948

Kim, P., Evans, G. W., Angstadt, M., Ho, S. S., Sripada, C. S., Swain, J. E., Liberzon, I., & Phan, K. L. (2013). Effects of childhood poverty and chronic stress on emotion regulatory brain function in adulthood. *Proceedings of the National Academy of Sciences*, *110*(46), 18442–18447. https://doi.org/10.1073/pnas.1308240110

Kobin, C., & Tyson, E. (2006). Thematic analysis of hip-hop music: Can hip-hop in therapy facilitate empathic connections when working with clients in urban settings? *The Arts in Psychotherapy*, *33*(4), 343–356. http://dx.doi.org/10.1016/j.aip.2006.05.001

Lavender, A., & Watkins, E. (2004). Rumination and future thinking in depression. *British Journal of Clinical Psychology*, *43*(2), 129–142.

Lemberger, M. E., Carbonneau, K. J., Selig, J. P., & Bowers, H. (2018). The role of social–emotional mediators on middle school students' academic growth as fostered by an evidence-based intervention. *Journal of Counseling & Development*, *96*(1), 27–40. https://doi.org/10.1002/jcad.12175

Lemberger, M. E., & Hutchison, B. (2014). Advocating student-within-environment. *Journal of Humanistic Psychology*, *54*(1), 28–44. http://dx.doi.org/10.1177/0022167812469831

Levy, I. (2012). Hip hop and spoken word therapy with urban youth. *Journal of Poetry Therapy*, *25*(4), 219–224. http://dx.doi.org/10.1080/08893675.2012.736182

Levy, I. (2019). Hip-Hop and Spoken Word Therapy in urban school counseling. *Professional School Counseling*, *22*(1b), 1–11. https://doi.org/10.1177/2156759X19834436

Levy, I. (2020). "Real recognize real": Hip-hop spoken word therapy and humanistic practice. *The Journal of Humanistic Counseling*, *59*(1), 38–53. http://dx.doi.org/10.1002/johc.v59.1

Levy, I., & Adjapong, E. S. (2020). Toward culturally competent school counseling environments: Hip-Hop studio construction. *The Professional Counselor*, *10*(2), 266–284. https://doi.org/10.15241/ipl.10.2.266

Levy, I., Cook, A. L., & Emdin, C. (2018). Remixing the school counselor's tool Kit: Hip-Hop Spoken Word Therapy and YPAR. *Professional School Counseling*, *22*(1), 1–11. https://doi.org/10.1177/2156759X18800285

Levy, I., & Keum, B. T. (2014). Hip-hop emotional exploration in men. *Journal of Poetry Therapy*, *27*(4), 217–223. http://dx.doi.org/10.1080/08893675.2014.949528

Levy, I., & Travis, R. (2020). The Critical cycle of mixtape creation: Reducing stress via three different group counseling styles. *Journal for Specialists in Group Work*, *45*(4), 307–330. https://doi.org/10.1080/01933922.2020.1826614

Levy, I., & Lemberger-Truelove, M. E. (2021). Supporting practicing school counselor's skill development: A hip hop and spoken word professional development intervention. *Journal of Counselor Preparation and Supervision*, *14*(1). https://digitalcommons.sacredheart.edu/jcps/vol14/iss1/7

Love, B. (2019). *We want to do more than survive: Abolitionist teaching and the pursuit of educational freedom*. Beacon Press.

Love, B. L. (2016). Complex personhood of hip hop & the sensibilities of the culture that Fosters knowledge of self & self-determination. *Equity & Excellence in Education*, *49*(*4*), 414–427. http://dx.doi.org/10.1080/10665684.2016.1227223

Mani, A., Mullainathan, S., Shafir, E., & Zhao, J. (2013). Poverty impedes cognitive function. *Science*, *341*(6149), 976–980. https://doi.org/10.1126/science.1238041

Marsh, R. J., & Mathur, S. R. (2020). Mental health in schools: An overview of multitiered systems of support. *Intervention in School and Clinic*, *56*(2), 67–73. https://doi.org/10.1177/1053451220914896

Mau, W. C. J., Li, J., & Hoetmer, K. (2016). Transforming high school counseling: Counselors' roles, practices, and expectations for students' success. *Administrative Issues Journal: Education, Practice, and Research*, *6*(2), 83–95. https://doi.org/10.5929/2016.6.2.5

McFerran, K. S., Lai, H. I. C., Chang, W. H., Acquaro, D., Chin, T. C., Stokes, H., & Crooke, A. H. D. (2020). Music, rhythm and trauma: A critical interpretive synthesis of research literature. *Frontiers in Psychology*, *11*(1), 324. https://doi.org/10.3389/fpsyg.2020.00324

McWilliams, N. (2005). Preserving our humanity as therapists. *Psychotherapy: Theory, Research, Practice, Training*, *42*(2), 139–151. http://dx.doi.org/10.1037/0033-3204.42.2.139

Merrell, K., & Gueldner, B. (2012). *Social and emotional learning in the classroom: Promoting mental health and academic success*. Guilford Press.

Miller, W. R., & Rollnick, S. (2013). *Motivational interviewing: Preparing people for change*(3rd ed.). Guildford Press.

Mosher, D. K., Hook, J. N., Captari, L. E., Davis, D. E., DeBlaere, C., & Owen, J. (2017). Cultural humility: A therapeutic framework for engaging diverse clients. *Practice Innovations*, *2*(4), 221–233. http://dx.doi.org/10.1037/pri0000055

Nigg, J. T. (2017). Annual Research Review: On the relations among self-regulation, self-control, executive functioning, effortful control, cognitive control, impulsivity, risk-taking, and inhibition for developmental psychopathology. *Journal of Child Psychology and Psychiatry*, *58*(4), 361–383. http://dx.doi.org/10.1111/jcpp.2017.58.issue-4

Noguera, P. (2003). *City schools and the American dream: Reclaiming the promise of public education* (Vol. 17). Teachers College Press.

Park, G., & Evans, G. W. (2016). Environmental stressors, urban design and planning: Implications for human behaviour and health. *Journal of Urban Design*, *21*(4), 453–470. https://doi.org/10.1080/13574809.2016.1194189

Patel, S., Pelletier-Bui, A., Smith, S., Roberts, M. B., Kilgannon, H., Trzeciak, S., & Roberts, B. W. (2019). Curricula for empathy and compassion training in medical education: A systematic review. *PLoS One*, *14*(8), e0221412.

Perreira, K. M., & Pedroza, J. M. (2019). Policies of exclusion: Implications for the health of immigrants and their children. *Annual Review of Public Health*, *40*(1), 147–166. http://dx.doi.org/10.1146/publhealth.2019.40.issue-1

Richardson, T. Q., & Molinaro, K. L. (1996). White counselor self-awareness: A prerequisite for developing multicultural competence. *Journal of Counseling & Development*, *74*(3), 238–242. http://dx.doi.org/10.1002/j.1556-6676.1996.tb01859.x

Rogers, C. R. (1957). The necessary and sufficient conditions of therapeutic personality change. *Journal of Consulting Psychology*, *21*(2), 95–103. https://doi.org/10.1037/h0045357

Schäfer, JÖ, Naumann, E., Holmes, E. A., Tuschen-Caffier, B., & Samson, A. C. (2017). Emotion regulation strategies in depressive and anxiety symptoms in youth: A meta-analytic review. *Journal of Youth and Adolescence*, *46*(2), 261–276. https://doi.org/10.1007/s10964-016-0585-0

Schonert-Reichl, K. A., Kitil, M. J., & Hanson-Peterson, J. (2017). *To reach the students, teach the teachers: A national scan of teacher preparation and social & emotional learning*. A Report.

Shinn, M. R., & Walker, H. M. (2010). *Interventions for achievement and behavior problems in a three-tier model including RTI*. National Association of School Psychologists.

Simon, P., & Ward, N. L. (2014). An evaluation of training for lay providers in the use of motivational interviewing to promote academic achievement among urban youth. *Advances in School Mental Health Promotion*, *7*(4), 255–270. https://doi.org/10.1080/1754730X.2014.949062

Simons, J. S., & Gaher, R. M.. (2005). The distress tolerance scale: Development and validation of a self-report measure. *Motivation and Emotion*, *29*(2), 83–102. http://dx.doi.org/10.1007/s11031-005-7955-3

Singh, A. A., Appling, B., & Trepal, H. (2020). Using the multicultural and social justice counseling competencies to decolonize counseling practice: The important roles of theory, power, and action. *Journal of Counseling & Development*, *98*(3), 261–271. http://dx.doi.org/10.1002/jcad.v98.3

Stone, C., & Dahir, C. A. (2015). *The transformed school counselor*. Cengage Learning.

Strait, G. G., Smith, B. H., McQuillin, S., Terry, J., Swan, S., & Malone, P. S. (2012). A randomized trial of motivational interviewing to improve middle school students' academic performance. *Journal of Community Psychology*, *40*(8), 1032–1039. http://dx.doi.org/10.1002/jcop.2012.40.issue-8

Sue, D. W., Arredondo, P., & McDavis, R. J.. (1992). Multicultural counseling competencies and standards: A call to the profession. *Journal of Counseling & Development*, *70*(4), 477–486. http://dx.doi.org/10.1002/j.1556-6676.1992.tb01642.x

Tao, K. W., Owen, J., Pace, B. T., & Imel, Z. E. (2015). A meta-analysis of multicultural competencies and psychotherapy process and outcome. *Journal of Counseling Psychology*, *62*(3), 337–350. http://dx.doi.org/10.1037/cou0000086

Travis, R. (2013). Rap music and the empowerment of today's youth: Evidence in everyday music listening, music therapy, and commercial rap music. *Child and Adolescent Social Work Journal*, *30*(2), 139–167. http://dx.doi.org/10.1007/s10560-012-0285-x

Travis, R., & Deepak, A.. (2011). Empowerment in context: Lessons from hip-hop culture for social work practice. *Journal of Ethnic And Cultural Diversity in Social Work*, *20*(3), 203–222. http://dx.doi.org/10.1080/15313204.2011.594993

Tyson, E. H. (2002). Hip hop therapy: An exploratory study of a rap music intervention with at-risk and delinquent youth. *Journal of Poetry Therapy*, *15*, 131–144.

Van Eck, K., Warren, P., & Flory, K. (2017). A variable-centered and person-centered evaluation of emotion regulation and distress tolerance: Links to emotional and behavioral concerns. *Journal of Youth and Adolescence*, *46*(1), 136–150. https://doi.org/10.1007/s10964-016-0542-y

Wang, X.. (2013). "I am not a qualified dialect rapper": Constructing hip-hop authenticity in China. *Sociolinguistic Studies*, *6*(2). http://dx.doi.org/10.1558/sols.v6i2.333

Washington, A. R. (2018). Integrating hip-hop culture and rap music into social justice counseling with black males. *Journal of Counseling & Development*, *96*(1), 97–105. https://doi.org/10.1002/jcad.12181

Watkins, E. R., & Roberts, H. (2020). Reflecting on rumination: Consequences, causes, mechanisms and treatment of rumination. *Behaviour Research and Therapy*, *103573*. https://doi.org/10.1177/0095798409353756

Weist, M. D., Eber, L., Horner, R., Splett, J., Putnam, R., Barrett, S., Perales, K., Fairchild, A. J., & Hoover, S. (2018). Improving multitiered systems of support for students with "internalizing" emotional/behavioral problems. *Journal of Positive Behavior Interventions*, *20*(3), 172–184. http://dx.doi.org/10.1177/1098300717753832

Wilcox, P., Cullen, F. T., & Feldmeyer, B.. (2018). *Communities and crime: An enduring American challenge* (Vol. 87). Temple University Press.