

## MISA KAYAMA, PhD, MSW, LISW

University of Mississippi, Oxford  
School of Applied Sciences  
Department of Social Work  
Assistant Professor

Office: G108 Garland Hall  
Phone: 662-915-2697  
e-mail: [mkayama@olemiss.edu](mailto:mkayama@olemiss.edu)

### Education

University of Illinois at Urbana-Champaign School of Social Work, PhD in Social Work	2011
Illinois State University School of Social Work, MSW	2006
Yokohama City University, Japan Graduate School of Integrated Science, MS (Chemistry/Physics)	1995
Kitasato University, Japan School of Chemistry, BS	1993

### Professional positions

University of Mississippi, Oxford Department of Social Work, Assistant Professor, 2016 – present
University of Minnesota – Twin Cities School of Social Work, Postdoctoral Associate, 2012-2016
University of Illinois at Urbana-Champaign School of Social Work, Adjunct Instructor, 2011

### Peer-Reviewed Publications

#### **Books**

3. Limaye S., Johnstone, C., & **Kayama, M.** (Eds.). (Contracted). *Disability as diversity in India: Theory, practice, and lived experience*. Abingdon, UK: Routledge
2. **Kayama, M.**, Haight, W., Ku, M., Cho, M.H., & Lee, H.Y. (2020). *Disability, stigmatization, and children's developing selves: Insights from educators in Japan, South Korea, Taiwan, and the U.S.* New York: Oxford University Press.
1. **Kayama, M.** & Haight, W. (2014). *Disability, Culture and Development: A case study of Japanese children at school*. New York: Oxford University Press.

#### **Journal articles**

25. **Kayama, M.**, & Haight, W. (2022 online). Anti-Asian hatred and Japanese parents' support of their children's acculturation to the U.S. *Social Work*, 67(4), 341-350.  
<https://doi.org/10.1093/sw/swac033>

24. **Kayama, M.**, & Haight, W. (2022 online) Japanese parents' experiences supporting their school-aged children's acculturation to the U.S. *Qualitative Social Work*. Published online first, available at <https://doi.org/10.1177%2F14733250221114395>
23. Nakatsubo, F., Ueda, H., & **Kayama, M.** (2022/2021 online). Why don't Japanese early childhood educators intervene in children's physical fights? Some characteristics of the *Mimamoru* approach. *Early Childhood Education Journal*, 50, 627-637.
22. **Kayama, M.**, & Yamakawa, N. (2020). Acculturation and a sense of belonging of children in U.S. schools and communities: The case of Japanese families. *Children and Youth Services Review*, 119, 105612. <https://doi.org/10.1016/j.chidyouth.2020.105612>
21. **Kayama, M.**, & Yamakawa, N. (2020). Acculturation, cultural self, and identity of Japanese children in U.S. schools: Insights from Japanese temporary resident and immigrant parents. *Identity*, 20(3), 188-207.
20. **Kayama, M.**, Johnstone, C., & Limaye, S. (2021/2019 Online). The Experiences of Disability in Sociocultural Contexts of India: Stigmatization and Resilience. *International Social Work*, 64(4), 596-610.
19. Johnstone, C., **Kayama, M.**, & Limaye, S. (2019). Inclusion or assimilation? Program development in disability-focused organizations in India. *Disability and Society*, 34(10), 1595-1612.
18. **Kayama, M.**, Johnstone, C., & Limaye, S. (2019). Adjusting the "self" in social interaction: Disability and stigmatization in India, *Children and Youth Services Review*, 96, 463-474.
17. **Kayama, M.** & Haight, W. (2018). Balancing the stigmatization risks of disability labels against the benefits of special education: Japanese parents' perceptions. *Children and Youth Services Review*, 89, 43-53.
16. **Kayama, M.** (2017). Development of children's understandings of physical disabilities and stigmatization in a Japanese cultural context: Reflections of children in second through sixth grades. *Children and Youth Services Review*, 83, 190-200.
15. **Kayama, M.**, Haight, W., Ku, M.L., Cho, M.H., & Lee, H.Y. (2017). East Asian and US educators' reflections on how stigmatization affects their relationships with parents whose children have disabilities: Challenges and solutions. *Children and Youth Services Review*, 73, 128-144.
14. **Kayama, M.**, Haight, W., Ku, M.L., Cho, M.H., & Lee, H.Y. (2016). Perspectives of elementary school educators in Japan, South Korea, Taiwan, and the US on disability, Stigmatization and children's developing self Part 2: Solutions. *Children and Youth Services Review*, 70, 403-418.

13. Haight, W., **Kayama, M.**, Ku, M.L., Cho, M.H., & Lee, H.Y. (2016). Perspectives of elementary school educators in Japan, South Korea, Taiwan, and the US on disability, Stigmatization and children's developing self Part 1: Defining the problem in cultural context. *Children and Youth Services Review*, 70, 214-228.
12. Haight, W., **Kayama, M.**, Gibson, P.A. (2016). Out-of-school suspensions of Black youth: Culture, ability/disability, gender, and perspective, *Social Work*, 61(3), 234-243.
11. **Kayama, M.**, Haight, W., Kincaid, T., & Evans, K. (2015). Local implementation of disability policies for "high-incidence" disabilities at public schools in Japan and the U.S., *Children and Youth Services Review*, 52, 34-44.
10. **Kayama, M.**, Haight, W., Gibson, P.A., & Wilson, R. (2015). Use of criminal justice language in personal narratives of out-of-school suspensions: Black students, their caregivers, and educators. *Children and Youth Services Review*, 51, 26-35.
9. Gibson, P.A, Wilson, R, Haight, W., **Kayama, M.**, & Marshall, J.M. (2014). The role of race in the out-of-school suspensions of Black students: The perspectives of students with suspensions, their parents and educators. *Children and Youth Services Review*, 47(3), 274-282.
8. Haight, W., Gibson, P.A., **Kayama, M.**, Marshall, J. M., & Wilson, R. (2014). An ecological- systems inquiry into racial disproportionalities in out-of-school suspensions from youth, caregiver and educator perspectives. *Children and Youth Services Review*, 46, 128-138.
7. **Kayama, M.** & Haight, W. (2014). Disability and stigma: How Japanese educators help parents accept their children's differences. *Social Work*. 59(1), 24-33.
6. Haight, W., **Kayama, M.**, & Korang-Okrah, R. (2014). Ethnography in social work practice and policy. *Qualitative Social Work*, 13(1), 127-143.
5. **Kayama, M.** & Haight, W. (2013). The experiences of Japanese elementary-school children living with "developmental disabilities": Navigating peer relationships. *Qualitative Social Work*. 12(5), 555-571.
4. Haight, W., **Kayama, M.**, Kincaid, T. Evans, K., & Kim, N. (2013). The elementary-school functioning of children with maltreatment histories and mild cognitive or behavioral disabilities: A mixed methods inquiry. *Children and Youth Services Review*, 35, 420-428.
3. **Kayama, M.** & Haight, W. (2012). Cultural sensitivity in the delivery of disability services to children: A case study of Japanese education and socialization. *Children and Youth Services Review*, 34, 266-275.

2. Carter-Black, J.D., & **Kayama, M.** (2011). Jim Crow's daughters: Different social class-Different experience with racism. *Affilia: Journal of Women and Social Work*, 26(2), 169-181.

1. **Kayama, M.** (2010). Parental experiences of children's disabilities and special education in the U.S. and Japan: Implications for school social work. *Social Work*, 55(2), 117-125.

### **Book Chapters**

**Kayama, M.**, & Haight, W. (in press, proofs submitted on 9.9.22). Parenting children with disabilities in East Asian countries and the U.S. In H. Selin (ed.). *Parenting across cultures: Childrearing, motherhood, and fatherhood in non-Western cultures* (2<sup>nd</sup> ed.). New York: Springer

**Kayama, M.** [with authors of the book] (2020). Disability and stigmatization in international perspective. In W.L. Haight, E.H. Taylor, & R. Soffer-Elnekave, *Human behavior for social work practice: A developmental-ecological framework* (3<sup>rd</sup> ed., pp. 317-337). New York: Oxford University Press.

Johnstone, C.J., Limaye, S., & **Kayama, M.** (2017). Disability, culture, and identity in India and the US. In Halder, S. & L. C. Assaf (Eds.). *Inclusion, disability, and culture: An ethnographic perspective traversing abilities and challenges* (pp. 15-29). New York: Springer.

### **Other Publications**

Gibson, P.A., Haight, W., & **Kayama, M.** (2014). The out-of-school suspensions of Black students: A racial and social justice issue. *CURA Reporter*, 44(2), 15-18. Available at: <https://conservancy.umn.edu/handle/11299/189041>

### **Peer-Reviewed Presentations** \*Indicates student collaborators.

**Kayama, M.** (November, 2022). The voices of elementary school-aged Japanese children with disabilities in inclusive classrooms. Paper will be presented at the 2022 Annual Program Meeting of the Council on Social Work Education, Anaheim, CA.

**Kayama, M.** (May, 2022). Creating environments that promote children's autonomy: *Mimamori* (watching over children as protective figures) in special education at elementary schools. In Porter, N. (Chair), Examining a practice of *Mimamori* in early childhood education from the cross-cultural perspective. Symposium at the 2022 Annual Conference of Japan Society of Research on Early Childhood Care and Education, Chiba, Japan. [Virtual conference, presented in Japanese]

Choi, S., Husain, A., Kao, D., **Kayama, M.**, & Liu, M. (January, 2022). Social work researchers' response to Anti-Asian discrimination during the COVID-19 pandemic. Roundtable session, 2022 Annual Conference of the Society for Social Work and Research, Washington, DC.

**Kayama, M.** (January, 2022). “My child is doing fine, but as a foreigner.” Japanese parents’ perceptions of their children’s cultural adjustment and social inclusion in U.S. public schools. Paper presented at the 2022 Annual Conference of the Society for Social Work and Research, Washington, DC.

**Kayama, M., & Adams, A.\*** (November, 2021). Youth with physical disabilities navigating social inclusion and exclusion through wheelchair basketball. Paper presented at the 2021 Annual Program Meeting of the Council on Social Work Education, Orlando, FL.

**Kayama, M.** (November, 2021). Cultural adjustment of Japanese children in U.S. local schools: Insights from parents. Paper presented at the 2021 Annual Program Meeting of the Council on Social Work Education, Orlando, FL.

**Kayama, M., & Miles, R.\*** (January, 2021). Eliminating stigmatization through youth’s participation in wheelchair basketball teams: The shift in social understandings of disability to ability. Poster presented at the 2021 Annual Conference of the Society for Social Work and Research. [Virtual Conference.]

**Kayama, M., & Miles, R.\*** (November, 2020). Youth’s experiences of navigating stigmatization: Insights from college wheelchair basketball players. Paper presented at the 2020 Annual Program Meeting of the Council on Social Work Education. [Virtual Conference]

Nakatsubo, F., Ueda, H., & **Kayama, M.**, (November, 2020) Why Don’t Japanese Early Childhood Educators Intervene in Children’s Physical Fights? Some Characteristics of the *Mimamoru* Approach. Paper presented at the Early Childhood Voices Conference 2020, Charles Sturt University, Australia. [Virtual Conference]

**Kayama, M.** (January, 2020). Economic inequality and stigmatization: The experiences of individuals with disabilities in India. Paper presented at the 2020 Annual Conference of the Society for Social Work and Research, Washington, DC.

**Kayama, M.** (October, 2019). Adjustment of responses to disability and stigmatization during social interactions in India. Paper presented at the 2019 Annual Program Meeting of the Council on Social Work Education, Denver, CO.

**Kayama, M.** (October, 2019). Intersection of disability, stigmatization, and social status in India: Case studies. Paper presented at the 2019 Annual Program Meeting of the Council on Social Work Education, Denver, CO.

**Kayama, M.** (October, 2019). Intersectionality of disability and stigmatization in India: Poverty, social class, and gender hierarchy. Paper presented at the 48<sup>th</sup> Annual Alabama-Mississippi Social Work Education Conference, Oxford, MS.

**Kayama, M., & Haight, W.** (April, 2019). Stigmatization associated with disability and special education: The experiences of Japanese parents of school-aged children with disabilities. Paper presented at the 2019 Annual Conference of the Comparative and International Education Society, San Francisco, CA.

**Kayama, M.**, (November, 2018). Intersectionality of disability with other sociocultural issues in India: Stigmatization and Resilience. Paper presented at the 2018 Annual Program Meeting of the Council on Social Work Education, Orlando, FL

**Kayama, M.**, & Haight, W. (November, 2018). Balancing the benefit of disability services and stigmatization risks: Japanese parents' perceptions. Paper presented at the 2018 Annual Program Meeting of the Council on Social Work Education, Orlando, FL.

**Kayama, M.**, Haight, W., Cho, M.H., Ku, M., & Lee, H.Y. (January, 2018). Cross-cultural analyses of educators' perceptions of disability and stigmatization: Challenges and effective strategies for developing parent-educator relationships. Paper presented at the 2018 Annual Conference of the Society for Social Work and Research, Washington, DC.

**Kayama, M.** (October, 2017). Developmental changes in Japanese children's responses to physical disabilities and associated stigmatization. Paper presented at the 2017 Annual Program Meeting of the Council on Social Work Education, Dallas, TX.

**Kayama, M.**, Haight, W., & Cho, M.H. (October, 2017). U.S. and East Asian educators' reflections on how stigmatization affects parent-educator relationships. Paper presented at the 2017 Annual Program Meeting of the Council on Social Work Education, Dallas, TX.

**Kayama, M.**, Haight, W., Cho, M.H., Lee, H.Y., & Ku, M. (January, 2017). Cross-cultural analyses of elementary school educators' perceptions of stigma, disability, and development in Japan, Taiwan, South Korea, and the U.S. Poster presented at the 2017 Annual Conference of the Society for Social Work and Research, New Orleans, LA.

**Kayama, M.**, Cho, M.H., & Haight, W. (November, 2016). The impact of stigmatization on children: U.S. and East Asian educators' perspectives. Paper presented at the 2016 Annual Program Meeting of the Council on Social Work Education, Atlanta, GA.

**Kayama, M.**, Cho, M.H., Haight, W., Lee, H.Y., & Ku, M. (June, 2016). Stigma and development in children with disabilities: Educators' perspectives in Japan, Taiwan, South Korea, and the U.S. Paper presented at the World Joint Conference on Social Work, Education, and Social Development 2016, Seoul, South Korea

**Kayama, M.** (March, 2016). Stigma in theory and practice. In Kalyampur, M. (Chair), Educating civil society on disability identity: A pathway to inclusive development. Workshop at the 2016 Annual Conference of the Comparative and International Education Society, Vancouver, Canada.

**Kayama, M.**, Cho, M.H., Haight, W., Lee, H.Y., & Ku, M. (January, 2016). Stigma and Development in Children with Mild Cognitive and Behavioral Disabilities: Case Studies from Japan, Taiwan, South Korea, and the U.S. Poster presented at the 2016 Annual Conference of the Society for Social Work and Research, Washington, DC.

**Kayama, M.**, Haight, W., & Gibson, P.A. (January, 2016). Use of criminal justice language in personal narratives of out-of-school suspensions: Black students, caregivers, and educators. Paper presented at the 2016 Annual Conference of the Society for Social Work and Research, Washington, DC.

**Kayama, M.**, & Haight, W. (October, 2015). Local implementation of disability policies at Japanese and U.S. public elementary schools. Paper presented at the 2015 Annual Program Meeting of the Council on Social Work Education, Denver, CO.

**Kayama, M.**, Haight, W., & Gibson, P.A. (October, 2015). The use of criminal justice language in personal narratives of out-of-school suspensions. Paper presented at the 2015 Annual Program Meeting of the Council on Social Work Education, Denver, CO.

Johnstone, C., **Kayama, M.**, & Limaye, S. (May, 2015). Disability, Identity, and Civil Society in India. Paper presented at the 31<sup>st</sup> Annual Pacific Rim International Conference on Disability and Diversity, Honolulu, HI.

**Kayama, M.**, Cho, M.H., Haight, W., & Lee, H.Y. (March, 2015). Educators' perspectives on the socialization of stigma and acceptance for children with disabilities in the U.S., Japan, South Korea, and Taiwan. Poster presented at the College of Education and Human Development Research Day, University of Minnesota.

**Kayama, M.**, Cho, M.H., Haight, W., Lee, H.Y., & Ku, M. (January, 2015). Disability, stigma and kindness in school: Children with disabilities and their typically-developing peers in the U.S., Japan, South Korea, and Taiwan. Poster presented at the 2015 Annual Conference of the Society for Social Work and Research, New Orleans, LA.

Wilson, R.J., Gibson, P.A., Haight, W.L., & **Kayama, M.** (January, 2015). From culturally sanctioned behaviors to suspendable offenses for African American youths. Paper presented at the 2015 Annual Conference of the Society for Social Work and Research, New Orleans, LA.

**Kayama, M.**, Haight, W., & Gibson, P.A. (October, 2014). Multi-faceted analysis of out-of-school suspensions: Experiences of Black students, caregivers, and educators. Paper presented at the 2014 Annual Program Meeting of the Council on Social Work Education, Tampa, FL.

Nakatsubo, F., Ueda, H., & **Kayama, M.** (June, 2014). Why Japanese teachers control their emotions when facilitating young children's problem solving: The Japanese *mimamoru* approach. Paper presented at the 2014 National Institute for Early Childhood Professional Development, Minneapolis, MN.

Marshall, J., **Kayama, M.**, Wilson, R., Gibson, P., & Haight, W. (June, 2014). Liberian immigrants and out of school suspensions. Paper presented at the International Social Work Conference, Augsburg University, MN.

Wilson, R.J., Haight, W., **Kayama, M.**, Marshall, J.M., & Gibson, P. (May, 2014). Race and out of school suspensions: Narratives from African American children, their parents, and caregivers. Paper presented at the SIG for Social Work, 10<sup>th</sup> International Congress of Qualitative Inquiry, Urbana-Champaign, IL.

**Kayama, M.**, Cho, M.H., Lee, H.Y., & Haight, W. (March, 2014). Stigma in cultural context: Educators' beliefs about disability in Japan and South Korea. Poster presented at the College of Education and Human Development Research Day, University of Minnesota.

**Kayama, M.**, Gibson, P.A., Haight, W., Marshall, J., & Wilson, R. (February, 2014). Deconstructing out-of-school suspensions from the perspectives of black students, their parents, and educators. Paper presented at the 2014 Minnesota Minority Education Partnership Conference, Minneapolis, MN.

**Kayama, M.** & Haight, W. (November, 2013). The beliefs and practices of Japanese and U.S. professionals: Stigma and disabilities. Paper presented at the 2013 Annual Program Meeting of the Council on Social Work Education, Dallas, TX.

Gibson, P. A., & **Kayama, M.**, & Haight, W. (November, 2013). Reducing out-of-school suspensions: Perspectives of black students, their parents, and educators. Paper presented at the 2013 Annual Program Meeting of the Council on Social Work Education, Dallas, TX.

**Kayama, M.** (August, 2013). Special education in the U.S. and Japan. In H. Ando (Chair), Appropriate learning support can make each child shine: What is missing in Japanese education system? Panel session at the 48<sup>th</sup> Annual Conference of the Japanese Association for the Study of Developmental Disabilities, Tokyo, Japan. [Presented in Japanese]

**Kayama, M.**, Gibson, P. A., & Haight, W. (May, 2013). Experiences of out-of-school suspensions: Narratives from African American children, their parents, and educators. Paper presented at the Social Work Day, 9<sup>th</sup> International Congress of Qualitative Inquiry, Urbana-Champaign, IL.

**Kayama, M.** (May, 2013). Dual roles as a teaching assistant and a researcher: Reflections from my field work at a Japanese elementary school. In O. Sensoy-Bahar (Chair), 'Letting go' of the field: Researchers' emotional and intellectual challenges of leaving the participants behind. Panel session at the Social Work Day, 9<sup>th</sup> International Congress of Qualitative Inquiry, Urbana-Champaign, IL.

**Kayama, M.** & Haight, W. (March, 2013). A comparative study of U.S. and Japanese educators' beliefs about disability and special education services. Poster presented at the College of Education and Human Development Research Day, University of Minnesota.

**Kayama, M.** (January, 2013). A comparative study of U.S. and Japanese educators' beliefs about disability and special education services. Poster presented at the 2013 Annual Conference of the Society for Social Work and Research, San Diego, CA.



Haight, W., **Kayama, M.**, Kiesel, L. Kincaid, T., & Evans, K. (January, 2013). Educators' and child welfare professionals' perceptions of the academic achievement and school functioning of children dually involved in child welfare and special education. Paper presented at the 2013 Annual Conference of the Society for Social Work and Research, San Diego, CA.

**Kayama, M.**, & Haight, W. (July, 2012). Disability, stigma, and development: A Japanese case study. Paper presented at the 3<sup>rd</sup> Minnesota Symposium on Disability Studies, Minneapolis, Minnesota.

**Kayama, M.** (May 2012). Cultural Translation in International Studies: Examples from an Ethnographic Study on Japanese Special Education. Paper presented at the 8<sup>th</sup> International Congress on Qualitative Inquiry, Urbana-Champaign, IL.

**Kayama, M.** (May 2012). Insider and outsider roles in ethnographic studies on special education in the U.S. and Japan. In S. Hack-Ritzo (Chair), *Insider & Outsider Perspectives*. Panel session at the Social Work Day, 8<sup>th</sup> International Congress of Qualitative Inquiry, Urbana-Champaign, IL.

**Kayama, M.** (April, 2012). Disability in cultural context: Providing social and emotional support for Japanese children with "developmental disabilities" at school. Paper presented at the 24<sup>th</sup> National Symposium on Doctoral Research in Social Work, Ohio State University.

**Kayama, M.**, & Kiesel, L. (March, 2012). Disability and child welfare in cultural context: A comparative study of U.S. and Japanese children's experiences at school. Poster presented at the College of Education and Human Development Research Day, University of Minnesota. **[Selected as the best poster in "Diversity and Globalization" category.]**

**Kayama, M.**, & Haight, W. (February, 2012). Japanese socialization and educational practices for elementary school-aged children with "developmental disabilities." Paper presented at the Inaugural International Research Conference, University of Minnesota.

**Kayama, M.** (May 2011). Children's understanding of their disabilities: Experiences of Japanese children with disabilities in regular classrooms. Paper presented at the 7<sup>th</sup> International Congress of Qualitative Inquiry, Urbana-Champaign, IL.

**Kayama, M.** (May 2011). Socialization of Japanese children with learning disabilities in regular classrooms. In W. L. Haight (Chair), *A cultural perspective on vulnerable children and families: The role of stigma*. Panel session at the Social Work Day, 7<sup>th</sup> International Congress of Qualitative Inquiry, Urbana-Champaign, IL.

**Kayama, M.** (June 2010). School social workers' roles in special education in the U.S. and Japan. Poster session presented at the 2010 Joint World Conference on Social Welfare and Social Development, Hong-Kong, China

**Kayama, M.** (May 2010). Using my wheelchair to hear stories about children's disabilities in a research project. Paper presented at the 6<sup>th</sup> International Congress of Qualitative Inquiry, Urbana-Champaign, IL.

## **Invited Presentations**

**Kayama, M.** (March 2022). Cross-cultural ethnography: Children's experiences of disability and racism. In Analytic Lab Expert Panel: Analysis of qualitative data, School of Applied Sciences, University of Mississippi.

**Kayama, M.** (March, 2021). The experiences of elementary school-aged U.S. and Japanese children with disabilities: Stigmatization and school functioning. Paper presented at the 2021 Abe Fellows Retreat, Social Science Research Council & Japan Foundation Center for Global Partnership, New York. [Due to the COVID-19 pandemic, it is held remotely.]

**Kayama, M.** (July, 2019). Meanings of disability in Japan and the U.S.: Roles of social work and research. Graduate School Seminar, Graduate School of Human Welfare Studies, Kwansei Gakuin University, Nishinomiya, Japan.

**Kayama, M.** (July, 2019). Ability to face yourself: Differences between the U.S. and Japan in education, role of parents, and pattern of thinking. Seminar for Parents, Bukko Elementary School, Yokohama, Japan.

**Kayama, M.,** Cho, M.H., Haight, W., & Lee, H.Y. (March, 2015). Educators' perspectives on the socialization of stigma and acceptance for children with disabilities in the U.S., Japan, South Korea, and Taiwan. Presented at the CEHD poster session to the Board of Regents and the President, University of Minnesota.

Gibson, P.A., Haight, W., & **Kayama, M.** (March, 2015). Pathways to Suspensions: The Perspectives of Students with Suspensions, their Caregivers, and Educators, Paper will be presented at the East Metro Integration District 6067, Lecture and Learn Series: Recent Research and Best Practice, Woodbury, MN.

**Kayama, M.,** Gibson, P.A., & Haight, W. (November, 2014). Understanding the perspectives of students, their caregivers and educators on suspensions of Black students: Three theoretical lenses. Poster presented at the 2014 Gallery of Excellence at the annual Equity and Diversity Breakfast, University of Minnesota.

**Kayama, M. &** Kiesel, L. (November, 2012). Disability and child welfare in cultural context: A comparative study of U.S. and Japanese children's experiences at school. Poster presented the 2012 Gallery of Excellence at the annual Equity and Diversity Breakfast, University of Minnesota.

## **Other Presentations**

Cho, M.H., **Kayama, M.,** & Haight, W. (2017). A cross-cultural discussion of children's disabilities and stigmatization: Parent-educator relationships, Part 1: Challenges. Published as an on-line continuing education module from the Center for Advanced Studies in Child Welfare (CASCW), University of Minnesota. Available at:

<https://www.youtube.com/watch?v=q0c8fV9zLc4&feature=youtu.be>

Cho, M.H., **Kayama, M.**, & Haight, W. (2017). A cross-cultural discussion of children's disabilities and stigmatization: Parent-educator relationships, Part 2: Solutions. Published as an on-line continuing education module from the Center for Advanced Studies in Child Welfare (CASCW), University of Minnesota. Available at: <https://www.youtube.com/watch?v=f-rxLJ5PuhA&feature=youtu.be>

**Kayama, M.** & Haight, W. (September, 2015). Cross-cultural discussion of disability policies for child welfare professionals. Published as an on-line continuing education module from the Center for Advanced Studies in Child Welfare (CASCW), University of Minnesota. Available at: <https://www.casew.org/portfolio-items/cross-cultural-discussion-of-disability-policies-for-child-welfare-professionals/>

**Kayama, M.**, Cho, M.H., & Haight, W. (July, 2014). Disability and child maltreatment: Perceptions of professionals in East Asian countries. Published as an on-line continuing education module from the Center for Advanced Studies in Child Welfare (CASCW), University of Minnesota. Available at: <http://casew.umn.edu/portfolio-items/disability-child-maltreatment-east-asia-module/>

### **Research Experience**

University of Mississippi, Oxford

Department of Social Work, Assistant Professor August, 2016 - present

Disability, stigmatization, and school functioning: The experiences of elementary school-aged Japanese and U.S. children with disabilities  
*Primary Investigator:* Misa Kayama

Japanese parents' perspectives of their children living in the U.S.: Anti-Asian racism and acculturation to U.S. local communities and schools.  
*Primary Investigator:* Misa Kayama

Between "student," "athlete," and "disability": The identities of college wheelchair basketball players  
Co-PI with Grace Yan, University of South Carolina

University of Minnesota, Twin Cities

School of Social Work, Postdoctoral Associate January 2012 – August, 2016

Disability and stigma in cultural context: Educators' perspectives of and experiences with children with mild disabilities in the U.S., Japan, Taiwan, and South Korea.

*Primary Investigator:* Wendy Haight

*Responsibility:* Co-PI (Co-directing the project, collecting Japanese and U.S. data, designing/conducting cross-cultural analysis, writing, and supervising research assistants)

The sociocultural construction of out-of-school suspensions: Experiences of African American children, their parents, and educators

*Primary Investigators:* Wendy Haight and Priscilla Gibson

*Responsibility:* Co-PI and program director (Supervising research assistants, coordinating data collection, designing and conducting mixed methods analyses, and writing)

The school experiences of youth involved in child protection with a focus on those dually involved in special education

*Primary Investigator:* Wendy Haight

*Responsibility:* Co-investigator (Collecting and analyzing qualitative data, designing mixed methods analysis, and writing)

College of Education and Human Development

The intersection of disability identity and civil society disability messaging in Manbai

*Primary Investigator:* Christopher Johnston

*Responsibility:* Co-investigator (Writing a grant proposal, collecting observation data, designing and analyzing qualitative data, and writing)

University of Illinois at Urbana-Champaign

School of Social Work, Research Assistant

August 2006 – August 2010

Resisting the internalization of contested racial authenticity: Young African American women speak out

*Primary Investigator:* Janet Carter-Black

Cunningham Children's Home supported education and employment for older youth in care

*Primary Investigator:* Barry Ackerson

## **Grants and Scholarships**

### ***External***

Understanding the experiences of elementary school-aged U.S. and Japanese children with disabilities to inform policy: Stigmatization and school functioning, Abe Fellowship, Social Science Research Council, U.S., & Japan Foundation Center (\$66,000), 2019-2021

Disability, stigma and school: Lessons from Japanese, South Korean, and Taiwanese educators. Spencer Foundation small grant (\$49,925), 2014-2015 (PI: Wendy Haight; Co-PI: **Misa Kayama**, Hee Yun Lee).

The sociocultural construction of out-of-school suspensions: Experiences of African American children, their parents, and educators. Spencer Foundation (\$39,950), 2012-2013 (PI: Wendy Haight; Co-PI: Priscilla Gibson, **Misa Kayama**).

Duskin Study Abroad Leaders Programs for Disabled, Japan (\$30,000), 2003-2004.

### ***Internal***

#### **University of Mississippi**

Online Faculty Travel Grant, Academic Outreach, University of Mississippi (\$125), 2020

Faculty Travel Grant Award, Office of Research and Sponsored Programs (\$600), 2019

Disability, stigmatization, and school functioning: The experiences of elementary school-aged Japanese children with disabilities, Research Incentive Program, School of Applied Sciences, (\$998), 2018

Faculty Travel Grant Award, Office of Research and Sponsored Programs (\$700), 2018

Summer Research Program, School of Applied Sciences (\$6,000), 2018

Faculty Travel Grant Award, Office of Research and Sponsored Programs (\$700), 2017

Summer Research Program, School of Applied Sciences (\$6,000), 2017

Faculty Travel Grant Award, Office of Research and Sponsored Programs (\$500), 2017

#### University of Minnesota, Twin Cities

Examining the intersection of disability identity and civil society disability messaging in Manbai, India. Global Spotlight Major Award, Global Programs and Strategy Alliance (\$52,020), 2014-2017 (PI: Christopher Johnstone; Co-PI: **Misa Kayama**, Sandhya Limaye, Center for Disability Studies and Action, Tata Institute of Social Sciences, India).

International Travel Grant (\$1,500), 2013

Reducing out-of-school-suspensions of African American and African immigrant students: Building a well-educated Minnesota workforce for the 21<sup>st</sup> century, Metropolitan Research Grant Program, Center for Urban and Regional Affairs and University Metropolitan Consortium (\$100,000), 2012-2013 (PI: Priscilla Gibson; Co-PI: Wendy Haight, **Misa Kayama**).

#### ***Grants and scholarships submitted***

Navigating stigmatization: A child-centered, ethnographic study of Japanese, Japanese immigrant, and culturally-diverse U.S. children's experiences of disability in elementary schools, Research grants on Education: Large, Spencer Foundation (\$499,991, 3 years; PI: **Misa Kayama**; Co-PI: Wendy Haight), Submitted on February 23, 2022. [Under review]

Japanese and U.S. children's experiences of peer groups and learning at school: A child-centered, ethnographic study of disability and stigmatization after the COVID-19 pandemic, Research grants on Education: Large, Spencer Foundation (\$499,994, 3 years; PI: **Misa Kayama**; Co-PIs: Wendy Haight, Cindy Dell Clark, Minhae Cho), February 5, 2021 [Selected for the second round of review]

A child-centered, ethnographic study of Japanese and U.S. children's experiences of disability and stigmatization at school, Research grants on Education: Large, Spencer Foundation (\$499,997, 3 years; PI: **Misa Kayama**; Co-PIs: Wendy Haight, Minhae Cho), February 4, 2020 [Selected for the second round of review]

A child-centered, ethnographic study of Japanese and U.S. children's experiences of disability and stigmatization at school, Lyle Spencer Research Award, Spencer Foundation (3 years; PI: **Misa Kayama**; Co-PIs: Wendy Haight, Minhae Cho), February 27, 2020 [not funded]

Understanding the experiences of elementary school-aged children with disabilities in Japan, South Korea and the U.S.: An ethnographic study of inclusive education, Lyle Spencer Research Award (\$837,367, 4 years; PI: **Misa Kayama**; Co-PIs: Wendy Haight, Minhae Cho), July, 2019 [Selected as a semi-finalist]

Disability, stigmatization, and school functioning: The experiences of elementary school-aged Japanese children with disabilities, Spencer Foundation (\$49,962; PI: **Misa Kayama**), February, 2018 [not funded]

## **Teaching Experience**

### **Instructor**

University of Mississippi, Oxford

Department of Social Work

Qualitative Methods in Social Work Research, PhD required course	2020-present
Topics with At-Risk Populations, PhD required course [Online]	Fall 2018
Human Behaviors and the Social Environment, MSW Foundation Course	2017-present
Social Work Practice with Families and Groups, MSW Foundation Course	2017-present
Practice with Organizations and Communities, MSW Foundation [Hybrid]	Spring 2019
Social Work Practice III: Groups, BSW required course	2017-2018

University of Illinois at Urbana-Champaign

School of Social Work

Social Work Research Methods, MSW Foundation Course	Fall 2011
Introduction to Social Work, Undergraduate Elective Course	Spring 2011

### **Dissertation and thesis committees**

University of Mississippi, Oxford

Department of Social Work

**Graduate Advisory Committees (PhD comprehensive exam & dissertation): Member**

Rashun Miles

Angela Adams

School of Applied Sciences

**Master's thesis committee: Member**

Alison Hovatter (May, 2018). College wheelchair basketball player's construction of identities: A symbolic interactionism approach. Department of Health, Exercise Science, and Recreation Management, University of Mississippi, Oxford

**Honor's thesis committee: Second reader** (supervising qualitative methods)

Alissa Ann Williams (May, 2019). Parents' perceptions of early intervention for children with speech and language delays. Department of Communication Sciences and Disorders, University of Mississippi, Oxford

**Co-instructor**

University of Minnesota – Twin Cities

School of Social Work

Empowerment Practice with Persons with Disabilities, MSW course

Fall 2012

Social Work Research Methods, MSW Foundation Course

Spring 2012

**Guest Lecturer**

University of North Carolina at Chapel Hill

School of Education

Critical Issue in Special Education, Doctoral Seminar [Remote]

September, 2019

University of Mississippi

Department of Social Work

Human Behaviors and the Social Environment, MSW Foundation Course

2020

Colloquium I, PhD Required Course

2017-2021

Social Work Research methods, MSW Foundation Course

2018-2022

Research design in social work, PhD Required Course

2017

University of Minnesota – Twin Cities

School of Social Work

Qualitative Research Methods, PhD Required Course [Remote]

2021

Empowerment Practice with Persons with Disabilities, MSW Course

2013-2016

International Social Welfare Policy, MSW Course

2014-2016

Introduction to the World of Social Work: A Global Perspective, Undergraduate

2015

Social Work Research Methods, MSW Foundation Course

2012

Department of Organizational Leadership, Policy and Development

Ethnographic Research Methods, Graduate Course

2014

Interdisciplinary Graduate Group in Disability Studies

Disability Studies/Ethics

2012-2015

University of Illinois at Urbana-Champaign

School of Social Work

Human Behavior and the Social Environment, MSW Foundation Course

2011

Social Work Research Method, MSW Foundation Course

2010

Introduction to Social Work, Undergraduate Course

2007-2010

Applied Qualitative Research, PhD Required Course

2009

Supervision/Staff Development, MSW Elective Course

2008

Illinois State University

School of Social Work

Understanding Diverse Populations, BSW Required Course

2004

## **Honors and Awards**

Outstanding Postdoctoral Scholar, University of Minnesota Postdoctoral Association, 2013

Certificate of Achievement, The 24<sup>th</sup> National Symposium on Doctoral Research in Social Work, The Ohio State University College of Social Work, 2012

Ernie Gullerud Dissertation Award, School of Social Work, University of Illinois at Urbana-Champaign, 2010

Zoshi-kan Academic Honors Award, Shizuoka Institute of Medical Care Science, Japan, 2002

Kitasato Academic Honors Award, Kitasato University, Japan, 1993

Kitajima Academic Honors Award, Kitasato University, Japan, 1990-1992

## **Licensure**

Licensed Independent Social Worker, Minnesota (#23213)

Certified and registered psychiatric social worker, Japan

## **Professional Experience**

### **Post MSW Practice Experience**

Della Davidson Elementary School, Oxford, MS, October, 2021 – present

*Responsibility* (volunteer): Assisting educators in implementing intervention programs for children with disabilities.

Bukko Elementary School, Japan, June-July, 2019; February-March, 2020

*Responsibility* (volunteer): Assisting educators in special and general education classrooms; and providing behavioral and academic interventions.

Family Resource Center, University of Minnesota Masonic Children's Hospital, 2015-2016

*Responsibility* (volunteer): Implementing activities for children with health care needs and their families; and assisting children and their families in searching for information they need.

Field/community work as a Postdoctoral Associate, University of Minnesota, 2012-2016

*Responsibility*: Visiting and communicating with educators/practitioners at public schools on an on-going basis; and presenting research findings in the community.

Senshu Elementary School, Japan, 2009-2010

*Responsibility* (volunteer): Working with children with disabilities and their parents to help them cope with stigma; implementing interventions for children with behavioral and academic challenges; and implementing disability awareness programs.

Unity West Elementary School, Tolono, Illinois, September 2007-April 2008,

*Responsibility* (volunteer): Assisting in implementing reading interventions in classrooms.



## **Other community Experience**

Give Kids the World, Kissimmee, Florida

Visiting Volunteer (full-time), April-July 2003; January 2004; January 2005

*Responsibility:* Assisting children with terminal illnesses, their siblings, and families in participating in activities, including at Disney World

## **Services**

University of Mississippi

Department of Social Work

PhD committee (Member), 2016-present

PhD admission committee (Member), 2017, 2019-present

MSW committee (Member), 2016-present

MSW admission committee (Member), 2016-present

BSW curriculum sub-committee [practice courses] (Member), 2016-2017

Curriculum Committee: Research (Chair), 2021

Diversity Committee (Member), 2016-2017

Empowerment committee (Member), 2022-2023

Program Assessment Committee (Member), 2020-2021

Search committee for a department chair of social work (Member), 2022

School of Applied Sciences

Curriculum committee (Member): 2022-2023

University of Illinois at Urbana-Champaign

School of Social Work

PhD program committee (Student representative), 2011 Fall

## **Peer reviews**

### **Grant proposal**

National Institute for Health Research, UK (2020) [5 year project on disability in India]

### **Book prospectus**

Culture and Intellectual Disability: A Global Perspective, Oxford University Press (2021)

Social Work Skills for Community Practice, Springer (2020)

### **Conference abstracts**

Society for Social Work and Research (2019-present)

### **Journal articles (Ad hoc)**

Asian Pacific Journal of Education (2020)

Children & Society (2016, 2021)

Children and Youth Services Review (2015-2022)

Early Child Development and Care (2016)

Globalization, Society, and Education (2018)

Identity (2018-2019)

International Journal of Disability (2015)  
International Journal of Disability and Development (2019, 2021)  
International Journal of Intercultural Relations (2022)  
International Journal of Special Education and Rehabilitation (2016)  
Journal of Civil Society (2020)  
Journal of Cross-Cultural Psychology (2017)  
Journal of Autism and Developmental Disorders (2014-2022)  
Journal of Disability and Religion (2018)  
Journal of Immigrant and Refugee Studies (2016-2018)  
Journal of Psychosocial Oncology (2016)  
Journal of Public Child Welfare (2013)  
Justice Quarterly (2016-2018, 2020)  
Qualitative Research (2012, 2013)  
Qualitative Social Work (2019-2022)  
Sage Open (2016-2017)  
Social Work (2011, 2022)  
Social Work in Health Care (2020)  
Visual Studies (2020)

#### **Advisory committee**

##### **Research project (invited)**

Health Effects of COVID-19 School Reopening Policies and Practices on Students with Disabilities. Policy Analysis Center (WORLD), University of California, Los Angeles; Harvard Law School Project on Disability, Harvard University; Michael Ashley Stein, 2020-2021

#### **Professional Associations**

Society for Social Work and Research  
Council on Social Work Education