

1135-AB-1514      **Dan Battey\*** ([dan.battey@gse.rutgers.edu](mailto:dan.battey@gse.rutgers.edu)), Graduate School of Education, 10 Seminary Place, 232, New Brunswick, NJ 08901. *Building strong relationships with underrepresented students in undergraduate mathematics: Drawing on students' voices and exemplars from K-12 mathematics teaching.*

Mathematics is known as being a subject that can produce feelings of anxiety, inadequacy, embarrassment, and failure for many students. Adding to this, relationships with African American and Latin@ students have been found to be overly conflictual in mathematics (Jerome, Hamre, & Pianta, 2009). Conflicts can play out in implicit and unconscious ways in terms of missing students' mathematical contributions, discussing intellectual limitations of students, and dismissing incorrect answers as having no value (Battey, 2013). These moments serve as critical points to challenge and transform the way we interact with students. Thus, while important to understand the relational dimensions of instruction, it is important to understand the types of interactions as well as the messages that are being conveyed. The presentation will describe relational ways for instructor to support of historically marginalized students in mathematics classrooms, drawing on work from K-12 schooling (Battey, Neal, Leyva, & Adams-Wiggins, 2016). These forms of interactions include finding the value in students' incorrect answers, clearly noting students' competence, explicitly citing examples that counter stereotypes in mathematics, and providing safe emotional spaces for students to engage mathematically. (Received September 22, 2017)