

ADVANCING EQUITY THROUGH SOCIAL JUSTICE PRACTICES

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ADVANCING EQUITY THROUGH SOCIAL JUSTICE PRACTICE

- Handouts and Other Resources
 - Demystifying Social Justice for School Psychology Practice (*Communique* article)
 - W1 – Levels of Advocacy Worksheet
 - W2 – Social Justice for Leaders: Self-Reflection
 - W3 – Social Justice Professional Growth Plan
 - W4 – Social Justice Action Plan
- <https://tinyurl.com/ASPP-SP4SJ>



RELEVANCE TO NASP PRACTICE MODEL



■ Equitable Practices for Diverse Populations

- School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and of the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables.

■ Legal, Ethical, and Professional Practice

- School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.



**School Psychologists
for Social Justice**

My *name* is _____
Your Name

I *stand* with _____
Your Peeps

as a school psychologist for *social justice* in _____
Your Location

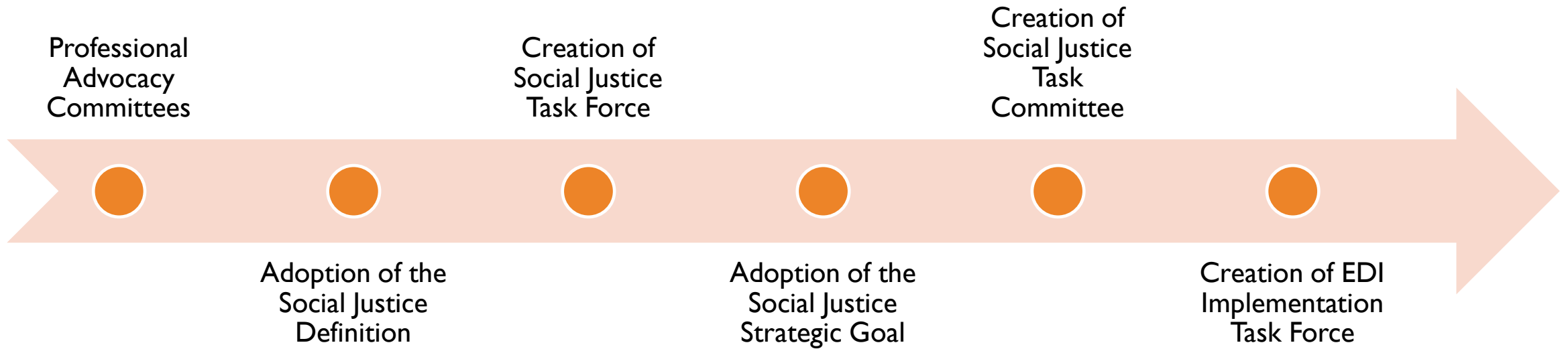
#sp4sj



SOCIAL JUSTICE:
WHO DO YOU
STAND WITH?

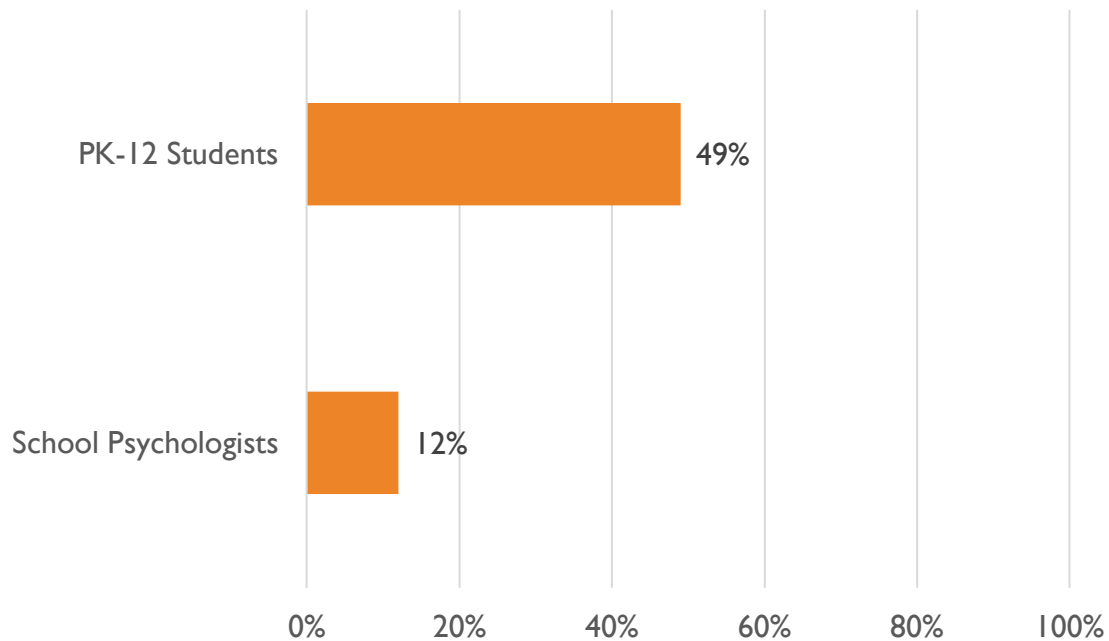
- On the Padlet link, post,
 - My name is...
 - I stand with... (*your cause*)
 - As a school psychologist for social justice in... (*your location*)
- <https://padlet.com/celestemmalone/SP4SJ>

SOCIAL JUSTICE IN NASP



EXAMINING DIVERSITY IN SCHOOL PSYCHOLOGY *(BLAKE ET AL., 2016)*

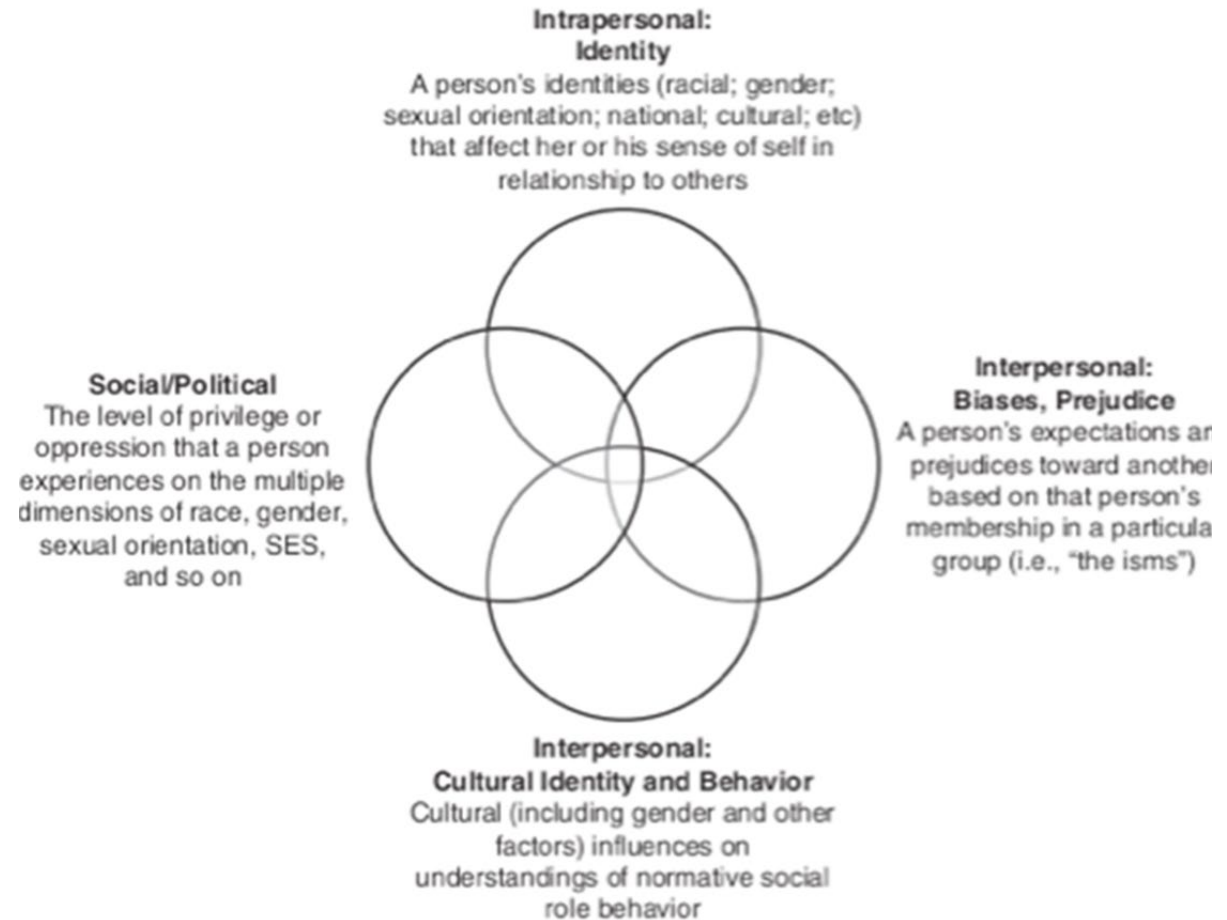
% Racial and Ethnic Minoritized



- Benefits of a diverse school psychology workforce
 - Educational benefits to psychologists in training
 - Society benefits by improving the quality of culturally responsive mental health services

CULTURALLY RESPONSIVE PRACTICE

- By understanding the dimensions of culture, school psychologists can:
 - Understand how cultural dimensions influence students' development
 - Understand how cultural dimensions influence school experiences
 - Engage in culturally responsive practice



SOCIAL INJUSTICES OBSERVED IN SCHOOLS

(BIDDANDA ET AL., 2019)

- Systemic inequalities
 - Poverty/low-income economically marginalized
 - Racism
 - Community violence
- Overrepresentation of minoritized students in special education
- Disproportionate use of exclusionary discipline practices
- Philosophical differences between teachers and families

MISEDUCATION: IS THERE RACIAL INEQUALITY IN YOUR SCHOOL?

Miseducation

Is There Racial Inequality at Your School?

By Lena V. Groeger, Annie Waldman and David Eads, October 16, 2018

civil rights data released by the U.S. Department of Education, ProPublica has built an open database to examine racial disparities in educational opportunities and school performance. Look up more than 96,000 individual public and charter schools and 17,000 districts to see how they compare with their counterparts. [About Our Data](#) | [Related Story](#) | [Local Stories](#)

Search for a school or school district...



Example: Cambridge Rindge & Latin High School | Charlottesville City Public Schools District | City of Chicago School District

RACE

Black

Hispanic

MEASURE

Opportunity

Discipline

Segregation

Achievement Gap

- <https://projects.propublica.org/miseducation/>
- Data from the US Department of Education
 - Civil Rights Data Collection
 - Common Core of Data
 - Education Demographic and Geographic Estimates
- Indicators
 - Opportunity
 - Discipline
 - Segregation Index
 - Achievement Gap

Nonwhite Students	33%
Students Who Get Free/Reduced Price Lunch	47%
High School Graduation Rate	86%
Opportunity <i>(White students are this likely to be in an AP class compared with Black students)</i>	2.3x
Discipline <i>(Black students are this number of times likely to be suspended compared with White students)</i>	5.6x

PENNSYLVANIA DATA

RETRIEVED FROM PROPUBLICA
DATABASE

PENNSYLVANIA DATA (*DISCIPLINE*)

RETRIEVED FROM PROPUBLICA DATABASE



PENNSYLVANIA DATA (OPPORTUNITIES)

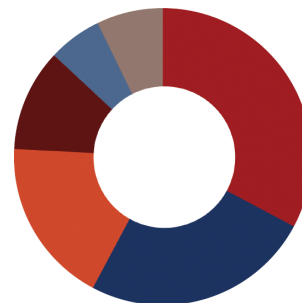
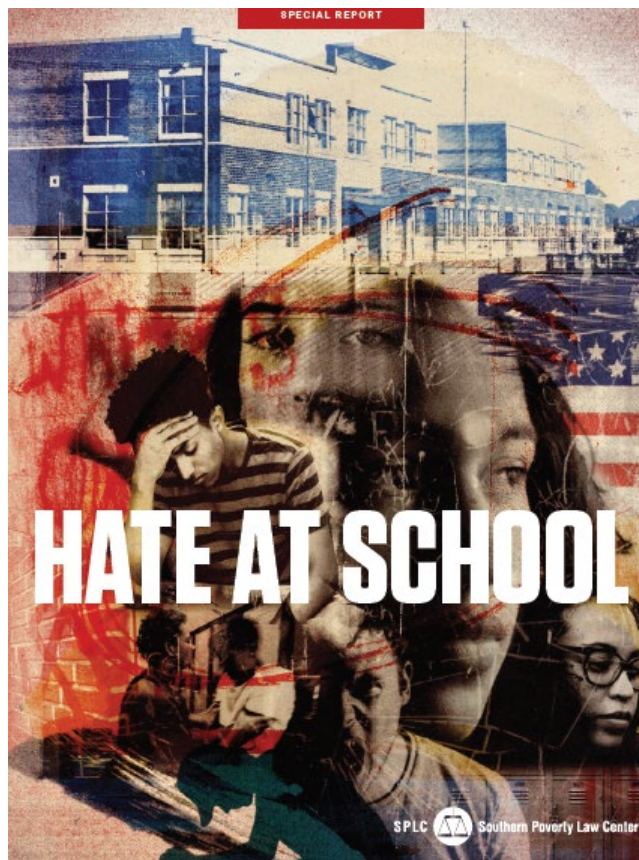
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	School District of Philadelphia	Pittsburgh Public Schools	Central Bucks School District
Nonwhite Students	86%	67%	15%
Students Who Get Free/Reduced Price Lunch	100%	62%	8%
High School Graduation Rate	69%	80%	98%
Opportunity <i>(White students are this likely to be in an AP class compared with Black students)</i>	1.6x	3.5x	1.9x <i>(Hispanic)</i>
Discipline <i>(Black students are this number of times likely to be suspended compared with White students)</i>	3.1x	2.9x	5.2x
Segregation Index <i>(Segregation between Black and White students)</i>	High	High	--
Achievement Gap <i>(Black students are this many grades behind White students academically)</i>	2	2.2	1.2

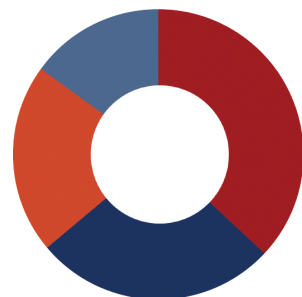
PENNSYLVANIA DATA

RETRIEVED FROM PROPUBLICA DATABASE



EDUCATOR-REPORTED HATE INCIDENTS

- **33%** Racial or Ethnic // 1,087
- **25%** Anti-LGBTQ // 803
- **18%** Anti-immigrant // 581
- **11%** Antisemitic // 366
- **6%** Anti-Muslim // 182
- **7%** Other // 246



HIGH SCHOOLS ARE HOTBEDS

- **37%** High school
- **27%** Middle school
- **21%** Elementary school
- **15%** Other (combined and non-graded)

HATE AT SCHOOL

*(A REPORT OF THE
SOUTHERN POVERTY
LAW CENTER, 2019)*

DEMOGRAPHIC AND CULTURAL FACTORS THAT INFLUENCE SCHOOL CLIMATE



STUDENTS' EXPERIENCES WITH MICROAGGRESSIONS

Coker et al. (2009)

- Black and Latinx students reported significantly more microaggressions than White students
- Association between perceived discrimination and depressive symptoms

Allen (2010)

- Black male students reported feeling invisible to teachers and administrators and, when acknowledged, felt they were treated differently

Henfield (2011)

- Black male adolescents reported experiencing microaggressions under the themes of assumption of deviance, assumed universality of the Black experience, and assumed superiority of White cultural values/communication styles

Kohli & Solorzano (2012)

- Qualitative study exploring microaggressions towards racial/ethnic minority students in K-12 schools related to their names

Balgana, Young, & Smith (2013)

- Adolescent Latinx students reported being the target of overt racism and microaggressions from peers
- Engaged in maladaptive behaviors to help with the negative emotions evoked by these experiences

Keels, Durkee, & Hope (2017)

- Black students reported significantly more microaggressions than Latinx students in Academic Inferiority and Expectations of Aggression
- Higher levels of microaggressions reported in schools that were less racially/ethnically diverse

SOCIAL JUSTICE PRACTICE... BEYOND CULTURAL RESPONSIVENESS

- **Culturally Responsive Practice**
 - Recognition of the importance of cultural identities in the therapeutic relationship
- **Social Justice Practice**
 - Understanding marginalization based on structural identities AND
 - Using advocacy to address systems that marginalize certain groups



DIMENSIONS OF SOCIAL JUSTICE *(SHRIBERG, 2016)*

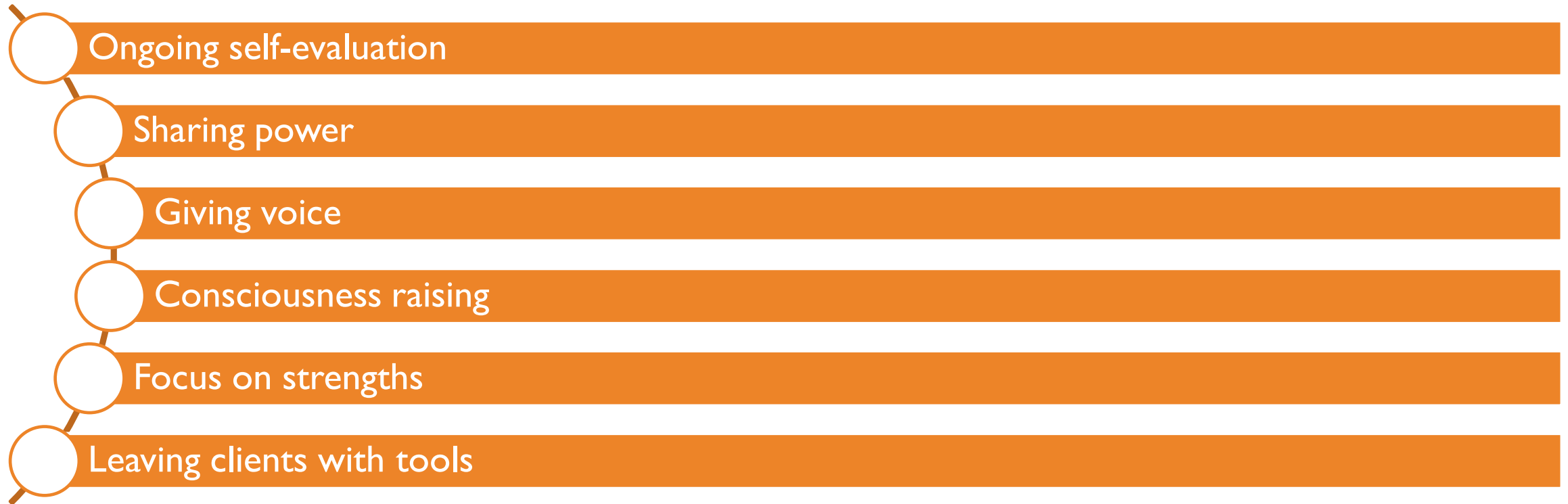
Distributive How resources are allocated in society
Example: Public school funding

Procedural The process through which decisions are made
Example: Special education eligibility procedures

Relational How people are treated
Example: Identity-based bullying

PRINCIPLES RELATED TO SOCIAL JUSTICE PRACTICE

(GOODMAN ET AL., 2004)



SOCIAL JUSTICE IN SCHOOL PSYCHOLOGY

(SCHULZE ET AL., 2017)

Fairness

- Concepts of equality and equity
- Consideration of individual needs
- Challenging inequities and leveling the playing field

Advocacy

- Working on behalf of children and families
- Advocating for those who may be unable to advocate for themselves

Non-Discriminatory Practice

- Awareness and inclusivity
- Acknowledgment of differences in backgrounds and cultures

SOCIAL JUSTICE IN SCHOOL PSYCHOLOGY



Advocacy for equitable service delivery at both the individual and systems level (*Grapin, 2017*)

Acknowledging the role of **privilege and marginalization** associated with students' intersecting identities (*Shriberg & Moy, 2014*)

Rethinking of school psychologists' social responsibilities along with rechanneling of professional energy, expertise, and action (*Rogers & O'Bryon, 2008*)

Examining and challenging practices, policies, and institutional structures that contribute to educational inequalities (*Speight & Vera, 2009*)

Social justice is both a process and a goal that

requires action. *School psychologists work to ensure the protection of the educational rights, opportunities, and well-being of all children, especially those whose voices have been muted, identities obscured, or needs ignored. Social justice requires promoting non-discriminatory practices and the empowerment of families and communities. School psychologists enact social justice through culturally-responsive professional practice and advocacy to create schools, communities, and systems that ensure equity and fairness for all children.*

Adopted by the NASP Board of Directors, April 2017

NASP SOCIAL JUSTICE DEFINITION

- Ensure that all children and youth are valued and that their rights and opportunities are protected in schools and communities.
- Improve school psychologists' knowledge regarding nondiscriminatory practices and the underlying causes of social justice inequities.
- Expand school psychologists' skills in promoting equity and implementing nondiscriminatory practices.
- Enhance the ability of school psychologists to be effective advocates at state and local levels.

SOCIAL JUSTICE STRATEGIC GOAL

SOCIAL JUSTICE AND THE STRATEGIC GOALS



Workforce Shortages

- Barriers (e.g., financial, geographic) to accessing graduate education
- Disproportionate allocation of school psychology staffing

Behavioral and Mental Health / Practice Model

- Equity in service delivery and across communities
- Impact of discrimination on perceptions of school climate and mental health

Leadership Development

- Engaging in legislative and professional advocacy to reduce barriers to access and promote working conditions that allow comprehensive and integrated practice


SOCIAL JUSTICE ADVOCACY

“A key distinction between social justice advocacy and other types of advocacy is that social justice advocacy involves working for and with marginalized populations to challenge institutional barriers and societal injustices (Linnemeyer et al., 2018).”

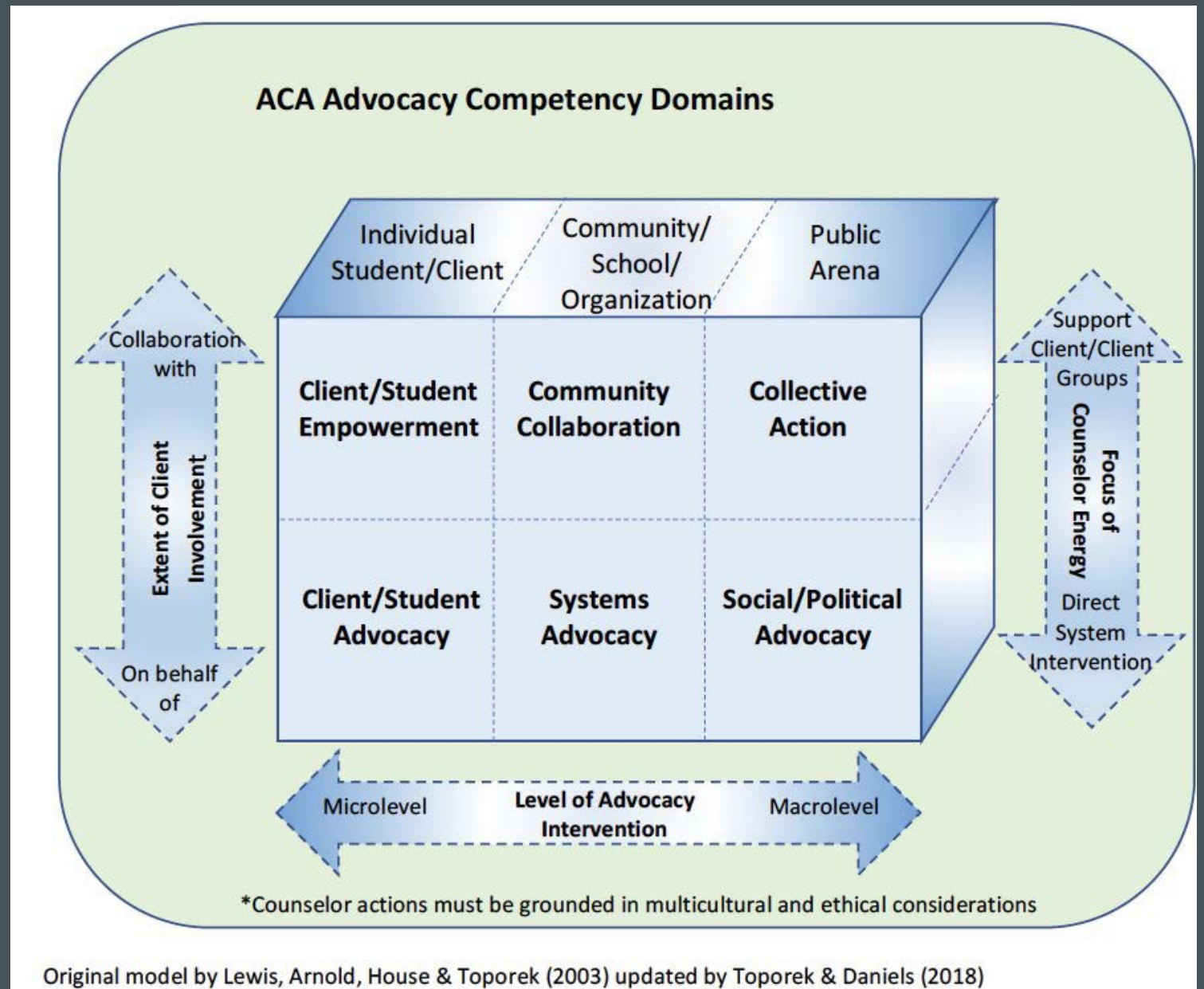
- *Malone & Proctor, 2019*

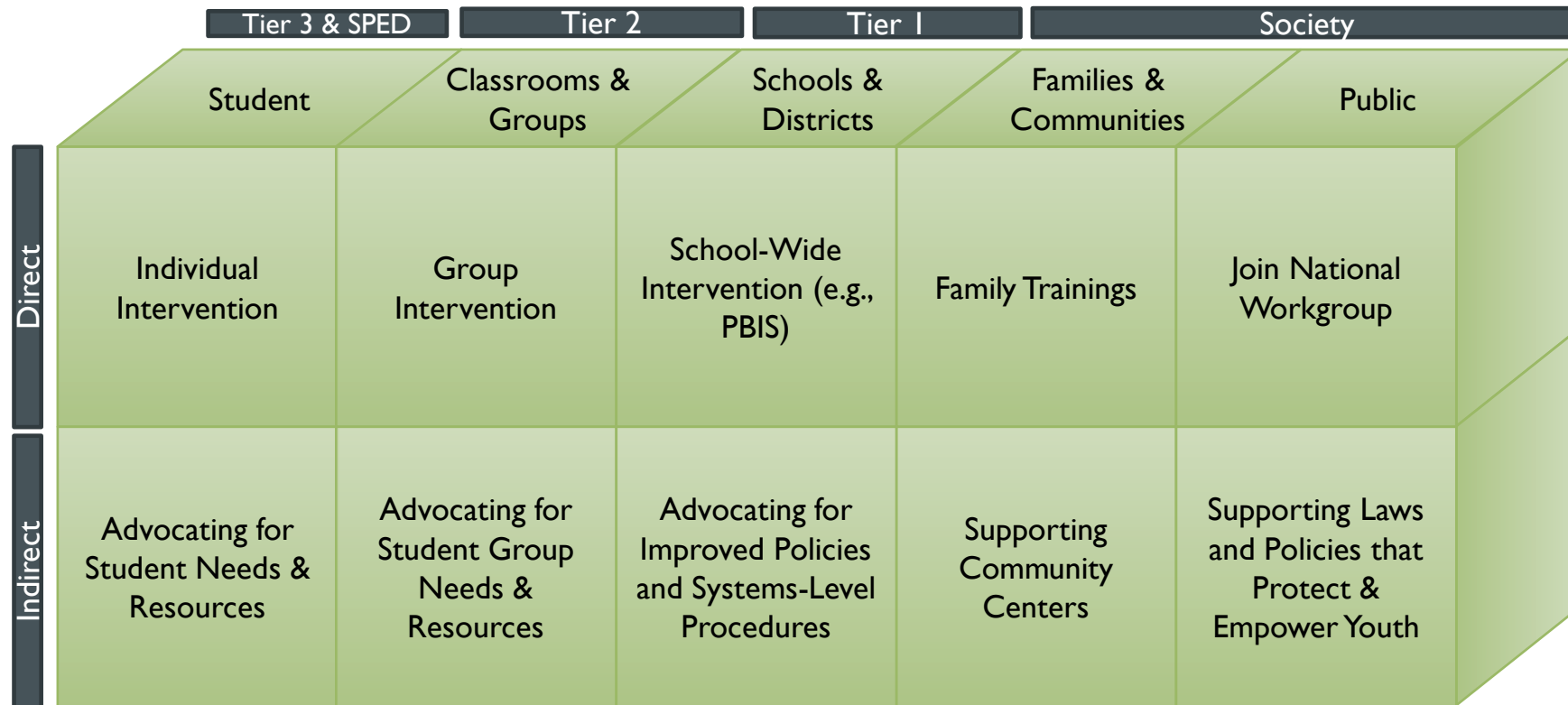
STRATEGIES OF SOCIAL JUSTICE ADVOCATES IN SCHOOLS

(SINGH, 2010)

- 
- Using political savvy to navigate power structures
 - Consciousness raising
 - Initiating difficult dialogues
 - Building intentional relationships
 - Teaching students self-advocacy skills
 - Using data for marketing
 - Educating others about the school counselor (psychologist) role of advocate

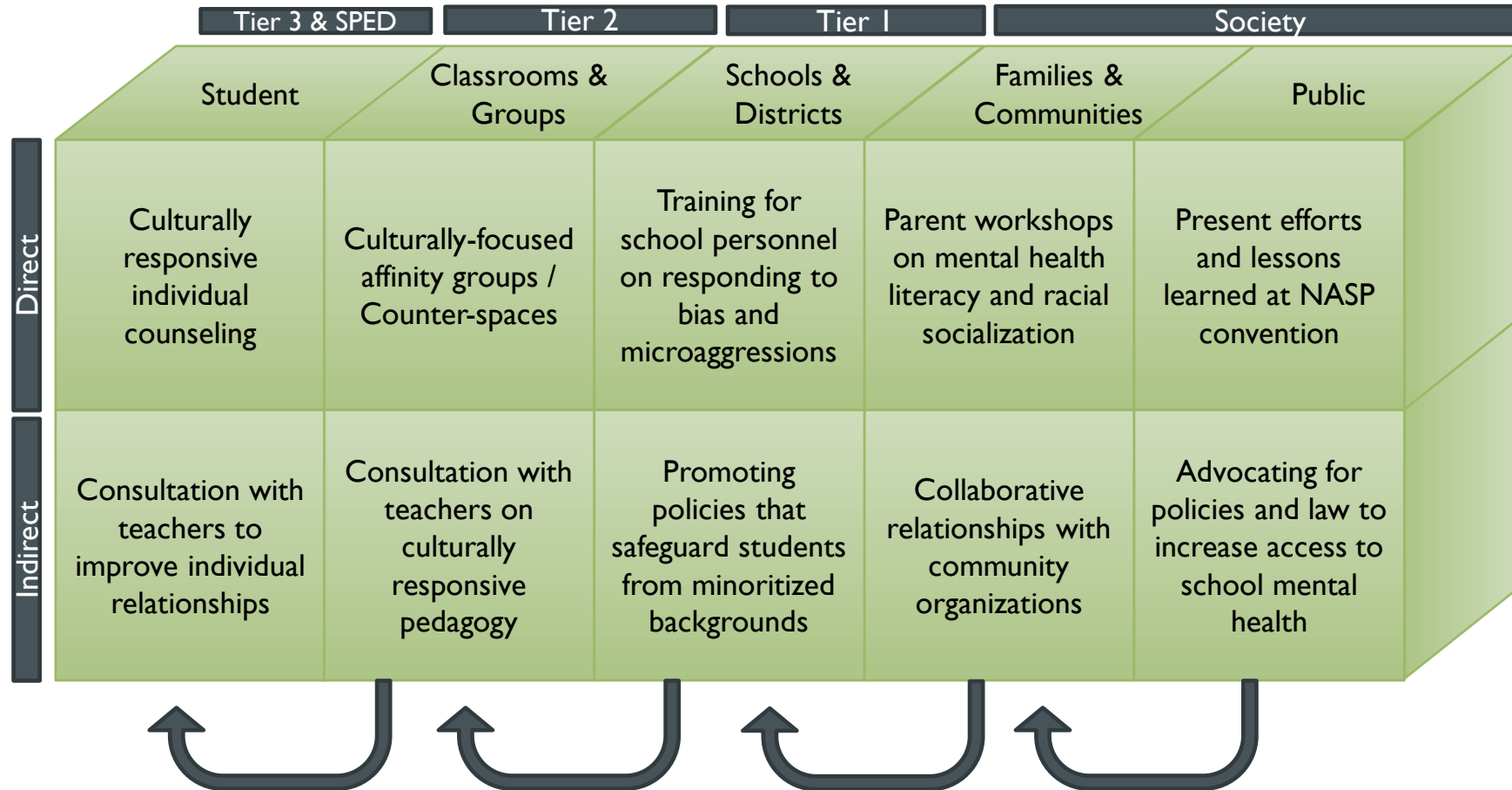
AMERICAN COUNSELING ASSOCIATION (ACA) ADVOCACY COMPETENCIES





The diagram is a 3D matrix with three dimensions: Tier (horizontal), Level (vertical), and Focus Area (depth). The top horizontal bar is divided into three segments: dark grey, orange, and light grey. The matrix itself is a green cube with white text.

	Tier 3 & SPED	Tier 2	Tier 1	Society	
	Student	Classrooms & Groups	Schools & Districts	Families & Communities	Public
Direct	Individual Intervention	Group Intervention	School-Wide Intervention (e.g., PBIS)	Family Trainings	Join National Workgroup
Indirect	Advocating for Student Needs & Resources	Advocating for Student Group Needs & Resources	Advocating for Improved Policies and Systems-Level Procedures	Supporting Community Centers	Supporting Laws and Policies that Protect & Empower Youth

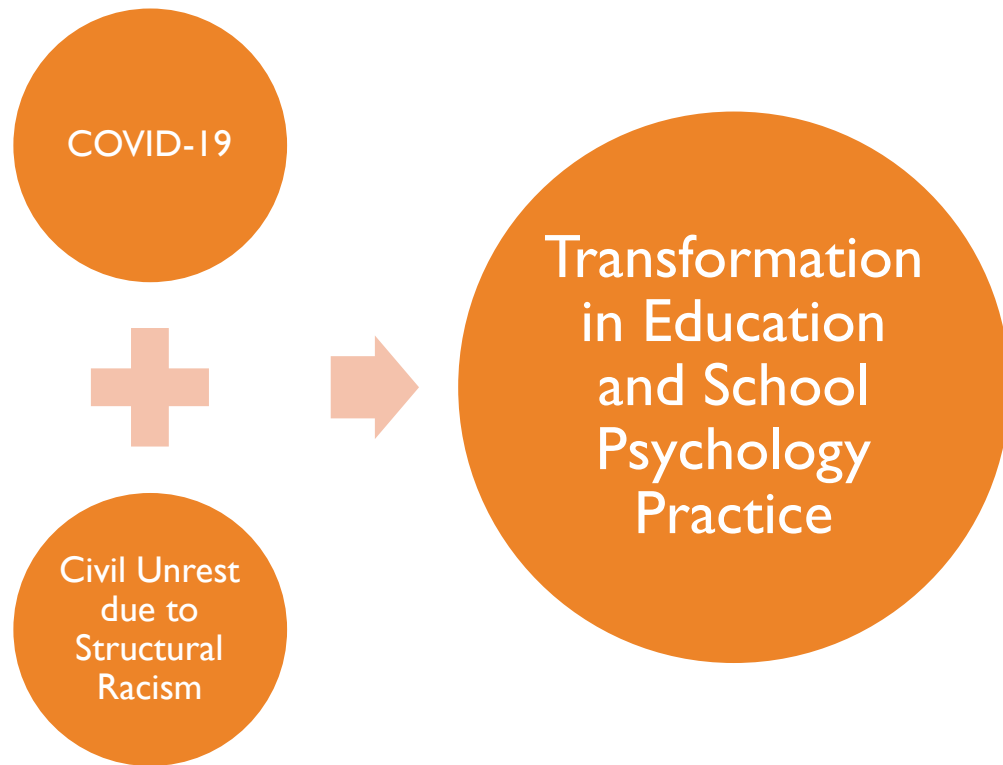


LEVELS OF
ADVOCACY
WORKSHEET

SOCIAL JUSTICE
FOR LEADERS:
SELF-REFLECTION

ACTIVITY: SOCIAL JUSTICE ADVOCACY AND SELF- REFLECTION

FORCES RESHAPING EDUCATION AND SCHOOL PSYCHOLOGY

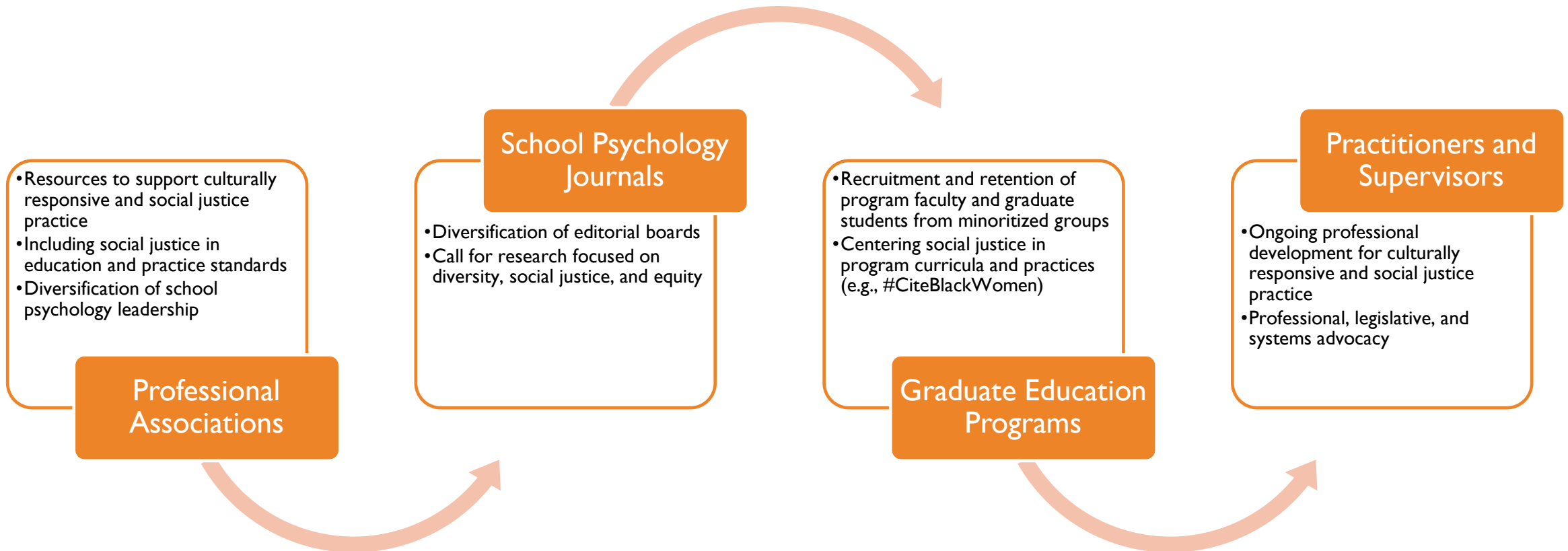


- “Recognize that these incidents [extrajudicial killings of Black people] unfolded while the nation is still reeling from a health pandemic that further exemplifies the disparate health and economic impacts of COVID19 on communities of color; requiring us to address the long-standing racial inequities people of color experience on a daily basis.”
 - -School Psychology Unified Anti-Racism Statement and Call to Action

- Joint statement endorsed by the US-based school psychology associations
- Highlights from the *Declaration of Understanding*
 - **Acknowledge** that we must confront our own internalized racism and implicit biases, and learn to think and act in ways that affirm and support our students, staff, faculty and community members identifying as Black, African American, Native-American, American Indian/Indigenous, Latinx, Asian-American, and Pacific Islander
 - **Acknowledge** that we must confront explicit biases in preK-12 schools and university training programs, and learn to think and act in ways that affirm and support our students, staff, faculty and community members identifying as Black, African American, Latinx, Asian-American and Native-American, American Indian/Indigenous.
 - **Promise** to support and protect our children of color who are disproportionately targeted in our schools and communities.
 - **Call out** those within our profession who act in ways that are antithetical to the values we espouse in our declaration of understanding.

SCHOOL PSYCHOLOGY UNIFIED ANTI-RACISM STATEMENT AND CALL TO ACTION *(GARCIA-VAZQUEZ ET AL., 2020)*

MOVING TOWARDS SOCIAL JUSTICE IN SCHOOL PSYCHOLOGY



TRANSTHEORETICAL MODEL OF BEHAVIOR CHANGE

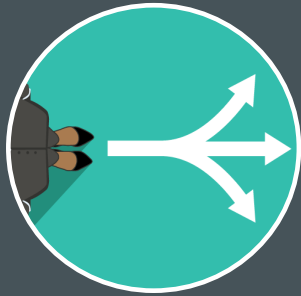


- Changes occurs in phases
- Requires:
 - Knowledge
 - Awareness
 - Motivation
 - Reflection
 - Action
 - Self-Efficacy
- Pros/Cons Balance

STAGES OF CHANGE



Precontemplation
I & 2



Contemplation




Preparation




Action




APPLICATION OF THE TRANSTHEORETICAL MODEL OF BEHAVIOR CHANGE TO SOCIAL JUSTICE



Precontemplation 1 I am not sure I understand what social justice is or how it applies to my work as a school psychologist.




Precontemplation 2 I know that social justice is important, but it's not something I can commit to addressing right now.



Contemplation I have been thinking about learning how to bring social justice into my or my state's work.



Preparation I have been attending workshops to learn more about integrating social justice into my or my state's practice.



Action I have worked to create and promote social justice practices in school psychology.

THOUGHTS AT EACH STAGE

Precontemplation 1

I don't understand social justice.

I don't see how social justice relates to my work.

Precontemplation 2

I wouldn't even know where to begin.

Other people do social justice, I don't need to.

Contemplation

I think I should learn more about social justice.

I wonder what social justice issues impact my work.

Preparation

I'm going to attend a webinar about social justice in school psychology.

I'm going to identify social justice issues that impact my work.

Action

I joined a task force for social justice in my state organization.

I intentionally took a social justice perspective on my cases this semester.

SCHOOL PSYCHOLOGISTS' ACTIONS TO SUPPORT SOCIAL JUSTICE

(SHRIBERG ET AL., 2011)

Most Realistic Actions

- Promoting best practices in school psychology
- Conducting culturally fair assessments
- Advocating for the rights of children and families

Least Realistic Action

- Taking personal risks in promoting institutional change

UNDERSTANDING NICE COUNSELOR SYNDROME *(BEMAK & CHUNG, 2008)*

- Those with NCS...
 - Strive to promote harmony and avoid interpersonal conflict (i.e., are “nice”),
 - Are aware of social justice issues, BUT
 - Choose not to disrupt the status quo because they value being seen as nice and as a team player
- What personal and professional obstacles can contribute to this?



BARRIERS AND SUPPORTS TO SOCIAL JUSTICE IN SCHOOL PSYCHOLOGY (SHRIBERG ET AL., 2011)

Personal

- Cultural proficiency
- Interpersonal skills and relationships
- Individual's commitment to social justice

Professional

- School/work climate
- Field's commitment to social justice

Societal

- Laws (e.g., emphasis on achievement testing)
- Cultural context



SOCIAL JUSTICE PROFESSIONAL GROWTH

SOCIAL JUSTICE DEVELOPMENT: *REFLECTION QUESTIONS*

Start with personal, internal reflection

What are my biases? (Check out: [Project Implicit](#))

What is my view/role in advocacy with:

- A client/student empowerment (e.g., deficit thinking vs. strengths-based approaches)
- Collaborating with community organizations seeking to empower youth?
- Engaging in advocacy for youth and access to school-based mental health services at a district level? At a state level?

How do I empower marginalized group members or potential leaders to engage in this work?

SOCIAL JUSTICE ADVOCACY DEVELOPMENT: *REFLECTION QUESTIONS*

Client/Student Level

To what extent do you engage students when designing interventions?

Do you operate from a deficit perspective or strengths-based perspective when collaborating with students?

School/Community Level

To what extent do you empower families in decision-making around their child's education and well-being?

Do you collaborate with community members and organizations in working towards systems change?

Public Arena Level

To what extent are you involved in or aware of school board, state, and national politics?

Do you represent school psychology as a member of other advocacy organizations?

MANIFESTATIONS OF IMPLICIT BIAS



Practices

Policies

SOCIAL JUSTICE FOR STATE ASSOCIATIONS: *REFLECTION QUESTIONS*

Client/Student Advocacy

- Does your SA advocate for and with students?
- Does your SA understand advocate ensure all students feel included in a healthy school climate?

Systems Advocacy

- Does your SA encourage and connect with local union leaders (where possible)?
- Does your SA organize district level groups in addressing local inequities?

Social/Political Advocacy

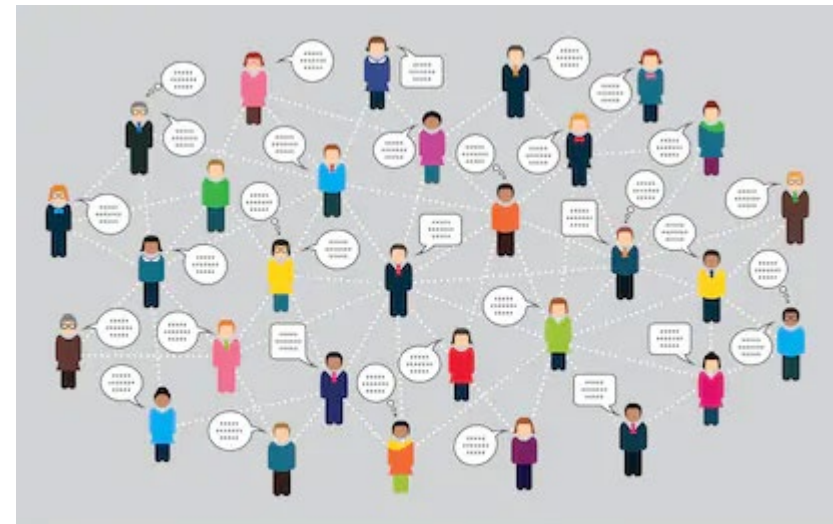
- Does your SA engage with local political leaders (e.g., school board members) about your key issues?
- Does your SA have a presence either via technology or in person in your state legislative sessions?

DEVELOPING YOUR SOCIAL JUSTICE PROFESSIONAL GROWTH PLAN

	How comfortable do I feel advocating at this level?	What knowledge and skills are needed to act at this level?	What are my areas for self-reflection and professional development?
Client/Student Level			
School/Community Level			
Public Arena Level			

FINDING YOUR SOCIAL JUSTICE NETWORK

- Importance of having allies
 - Provide support and encouragement
 - Provide a sounding board
 - Help to amplify social justice work
- Multiple ally networks
 - Critical friend relationships
 - Within school/district
 - Other education and psychology professional associations
 - Community-based organizations



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CONNECTING WITH SOCIAL JUSTICE ALLIES

Professional
Associations

Professional
Learning
Communities

Community
Organizations

Social Media

Educational
Blogs

Volunteer
Activities

Other
Connections?

PSYCHOLOGY ASSOCIATIONS WITH A SOCIAL JUSTICE FOCUS

- AMENA (Arab, Middle Eastern, North African) Psychological Association
- Asian American Psychological Association
- Association of Black Psychologists
- National Latinx Psychological Association
- Psychologists for Social Responsibility
- Society for Community Research and Action (APA Division 27)
- Society for Indian Psychologists
- Society for the Psychology of Sexual Orientation and Gender Diversity (APA Division 44)
- Society for the Psychological Study of Social Issues (APA Division 9)
- Society for the Psychological Study of Culture, Ethnicity, and Race (APA Division 45)

EDUCATION ASSOCIATIONS / CONFERENCES WITH A SOCIAL JUSTICE FOCUS

- Black Lives Matter at School
- Creating Change Conference
- Educators for Social Justice
- Facing Race Conference
- National Association for Bilingual Education
- National Association for Multicultural Education
- National Education Association – Center for Social Justice
- Teachers for Social Justice
- Teaching for Change
- White Privilege Conference

NASP SOCIAL JUSTICE RESOURCE PAGE

- <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/diversity-and-social-justice/social-justice>
- Antiracism Town Hall
- #SP4SJ Podcast Series
- National Book Read (*sponsored by the Social Justice Committee*)
- Social Justice Lesson Plans
- Resources on Understanding Bias and Privilege

NASP  NATIONAL ASSOCIATION OF
School Psychologists
Helping Children Thrive • In School • At Home • In Life

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Social Justice

In This Section

NASP Antiracism Town Hall

Supporting Marginalized Students in Stressful Times: Tips for Educators

Supporting Vulnerable Students in Stressful Times: Tips for Parents

Implicit Bias: A Foundation for School Psychologists

SP4SJ Podcast and Google Hangout Series

External Social Justice Resources

Social Justice Lesson Plans

Intersectionality and School Psychology: Implications for Practice

Information for Schools Regarding the Final Rule on Public Charge and Its Potential Effects on Immigrant Students and Families

National Book Read - Just

Across the country, communities are coping with the consequences of social injustice: poverty, racism, inequity, violence, isolation, and economic segregation. These challenges undermine the capacity and well-being of our nation's most precious resource, our children. Indeed, there is no more important endeavor than helping our children and youth become positive, productive, valued citizens. We start by making their well-being and opportunity to grow an unequivocal priority no matter where they learn, play, and live. We must be advocates for the systems and services that lower barriers and create genuine, sustained equity and opportunity.

As parents, caregivers, and educators, we also have a critical responsibility to help children and youth see adults as keeping them safe, understand the challenges at hand within a problem-solving context, and see themselves as active participants in our collective national commitment to liberty and justice for all.

Front and center is the need to address in a meaningful way the issues of race, privilege, prejudice, and power. NASP has developed and/or identified these resources to help schools and families engage in constructive dialogue about these issues and the ways that all of us can work together to shift the conversation from hate and violence toward understanding and respect to ultimately bring about positive change and unity to our communities. We will be adding to these resources over time.

Social justice is both a process and a goal that requires action. School psychologists work to ensure the protection of the educational rights, opportunities, and well-being of all children, especially those whose voices have been muted, identities obscured, or needs ignored. Social justice requires promoting non-discriminatory practices and the empowerment of families and communities. School psychologists enact social justice through culturally-responsive professional practice and advocacy to create schools, communities, and systems that ensure equity and fairness for all children and youth. - (Adopted by the NASP Board of Directors, April 2017).

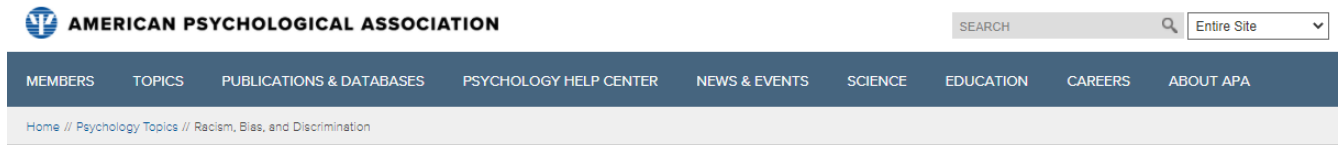
**TOWN HALL**
Anti-racism and School Psychology
Thursday July 30 • 1:00-6:00 p.m. EDT

School Psychology Unified Anti-Racism Statement and Call to Action


NASP recently created infographics to introduce key issues to stakeholders and advocate for the work of school psychologists.
Download PDF

APA RACISM, BIAS, AND DISCRIMINATION RESOURCES

- <https://www.apa.org/topics/racism-bias-discrimination#>
- Understanding and Combatting Racism
- Recent Research
- Addressing Bias in Policing
- Talking about Race and Racism
- Advancing Health Equity
- Students and Education



Racism, Bias, and Discrimination Resources



What is racism?

Individual racism is a personal belief in the superiority of one's race over another. It is linked to racial prejudice and discriminatory behaviors, which can be an expression of implicit and explicit bias.

Institutionalized racism is a system of assigning value and allocating opportunity based on skin color. It unfairly privileges some individuals and groups over others and influences social institutions in our legal, educational, and governmental systems. It is reflected in disparities in, but not limited to, wealth, income, justice, employment, housing, medicine, education, and voting. It can be expressed implicitly or explicitly and occurs when a certain group is targeted and discriminated against based on race.

[Stress in America™ 2020 - Stress in the Time of COVID-19, Volume Three](#)
Discrimination continues to be a source of stress for the majority of Black Americans. Two in 3 Black adults (67%) cite discrimination as a significant source of stress in their life, compared with 55% of Black adults who cited this in May–June. More than 3 in 4 Black adults (78%) agree that being their race is difficult in today's society.

#EquityFlattensTheCurve

Join our network of behavioral and social scientists, advocates, activists, and community serving practitioners.

Members may access additional resources related to health equity and COVID-19.

JOIN THE NETWORK

RESOURCES FOR LEARNING MORE ABOUT IMPLICIT BIAS

- Project Implicit

Project Implicit explores the “thoughts and feelings outside of conscious awareness and control” to help educate people about hidden biases. The Project offers more than a dozen tests to measure implicit bias in areas ranging from race and religion to gender and sexuality. The tests are confidential.

- How to Overcome Our Biases? Walk Boldly Toward Them

In this powerful TEDx talk, Verna Myers offers three important calls of action for acknowledging our unconscious (and conscious) biases and changing our relationships with others, especially with young black men.

- Who Me, Biased?

The *New York Times* produced a series of six short videos (between 1 and 3 minutes each) looking at the effects of our unconscious choices and attitudes.

- Allen, Q. (2010). Racial Microaggressions: The Schooling Experiences of Black Middle-Class Males in Arizona's Secondary Schools. *Journal of African American Males in Education*, 1(2).
- Balagna, R. M., Young, E. L., & Smith, T. B. (2013). School experiences of early adolescent Latinos/as at risk for emotional and behavioral disorders. *School Psychology Quarterly*, 28(2), 101.
- Bemak, F., & Chung, R. C. Y. (2008). New professional roles and advocacy strategies for school counselors: A multicultural/social justice perspective to move beyond the nice counselor syndrome. *Journal of Counseling & Development*, 86(3), 372-381.
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