

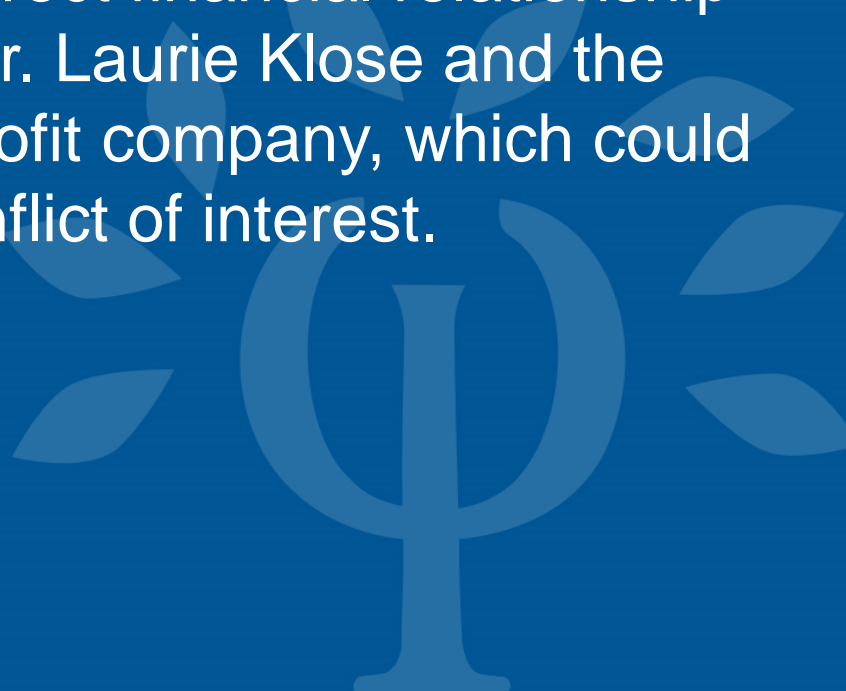


Engaging Hearts and Minds

**Presenter: Laurie McGarry Klose, Ph.D.
NASP PRESIDENT
2021-2022**

CONFLICT OF INTEREST STATEMENT

With respect to the following presentation, there has been no relevant direct or indirect financial relationship between NASP President Dr. Laurie Klose and the state association, or any for-profit company, which could be considered a conflict of interest.



Learning Outcomes:

After this presentation, participants will be able to:

1. Explain the importance of engagement for students and educators
2. Examine the role of school psychologists in promoting engagement at the individual and systemic level
3. Understand how NASP is addressing member needs
4. Explain one of each of the following: NASP resources, activities, and advocacy efforts

Have you ever heard these
types of comments from
teachers, colleagues, parents,
or yourself?



They just
won't do
anything.
They're just
not motivated!



I am counting the days to summer.



I'm counting the days til retirement.

There are so many problems in the world,
how can we begin to address them?



Engaging Hearts and Minds



Engaging the hearts and minds of

Children and Youth

Educators

Systems and Communities

Ourselves



Assumptions

- Schooling is opportunity for growth for those who participate in it, in whatever form
- There is no such thing as not motivated
- Creating and supporting learning environments is an important part of the practice of school psychology
- Ethical and professional standards speak to our role regarding student engagement and creating learning environments

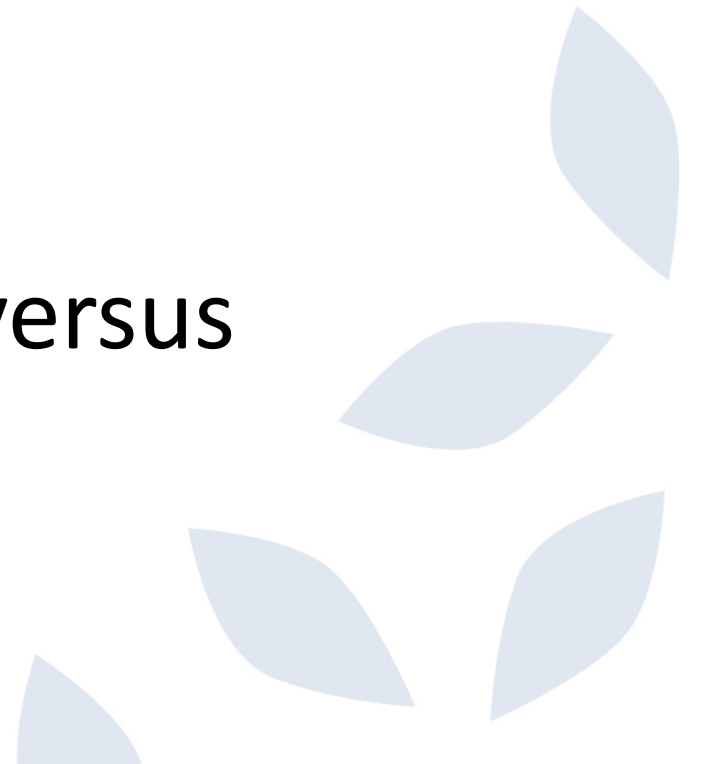
Engaging the Hearts and Minds of Students



Engaging hearts to engage minds

Engagement in learning versus
compliance with expectations

Interventions to support
engagement in learning versus
interventions to address
external parameters

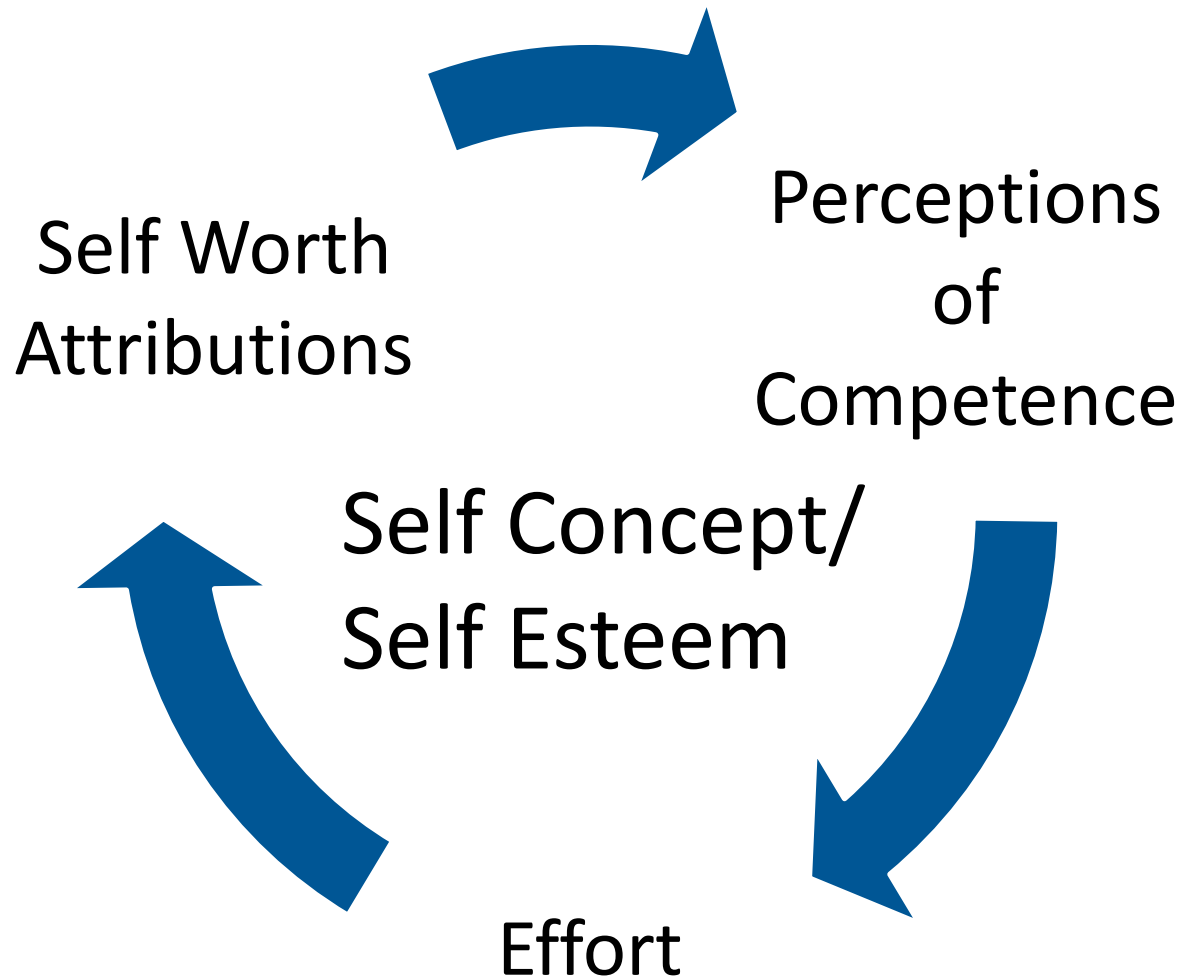


Motivation to Achieve

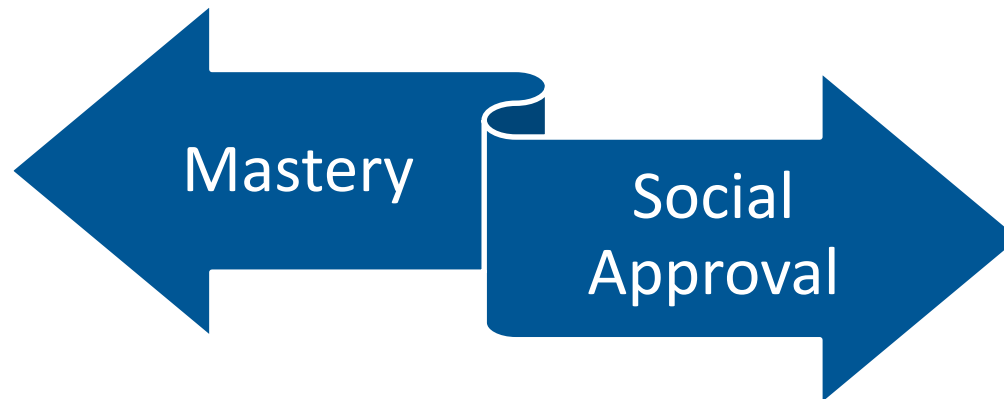
Drive
Model

Behavioral
Model

Self Worth
Model

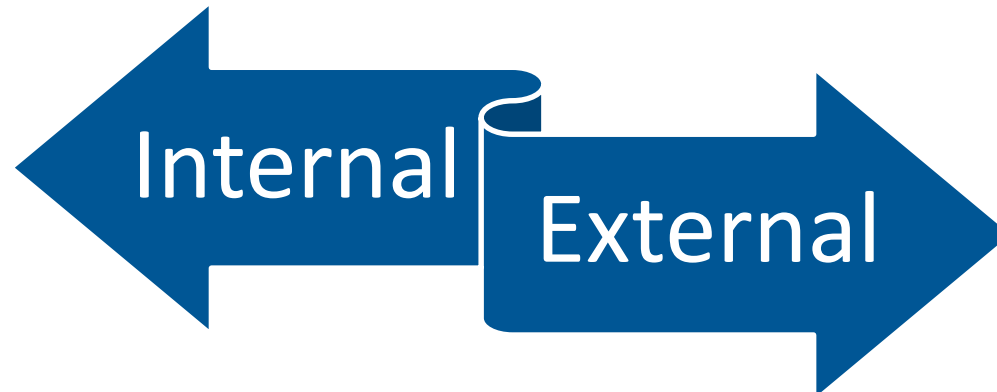


Basis of Evaluations



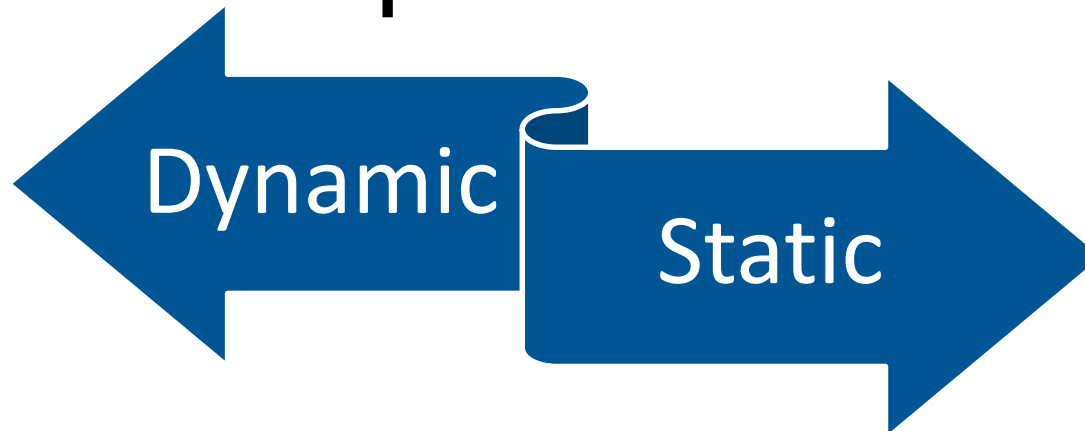
Evaluation of one's performance is based on growth or competence vs. based primarily on the evaluation of or comparison to others

Locus of Control



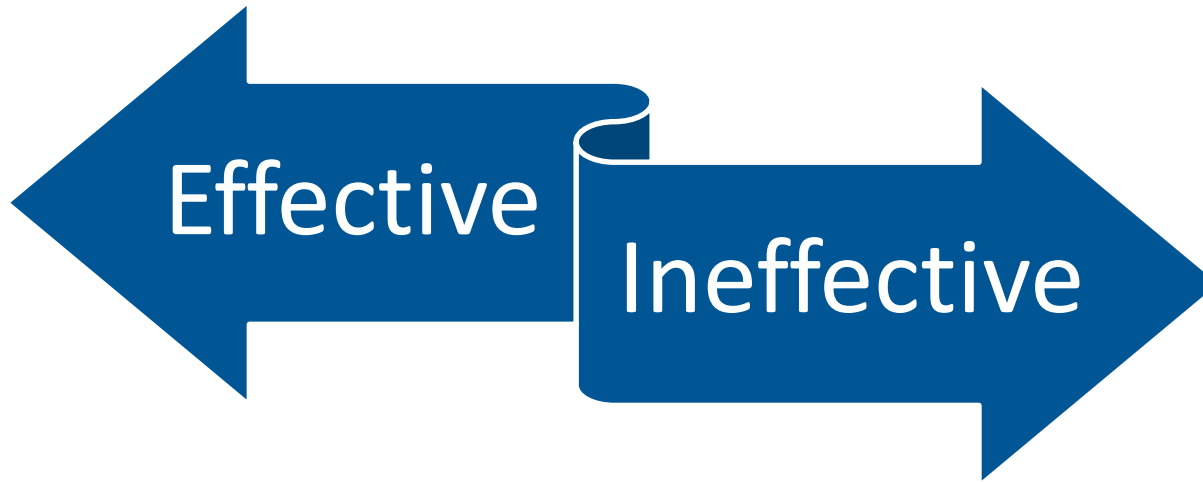
Feelings of efficacy involved in making choices

Conceptions of Ability



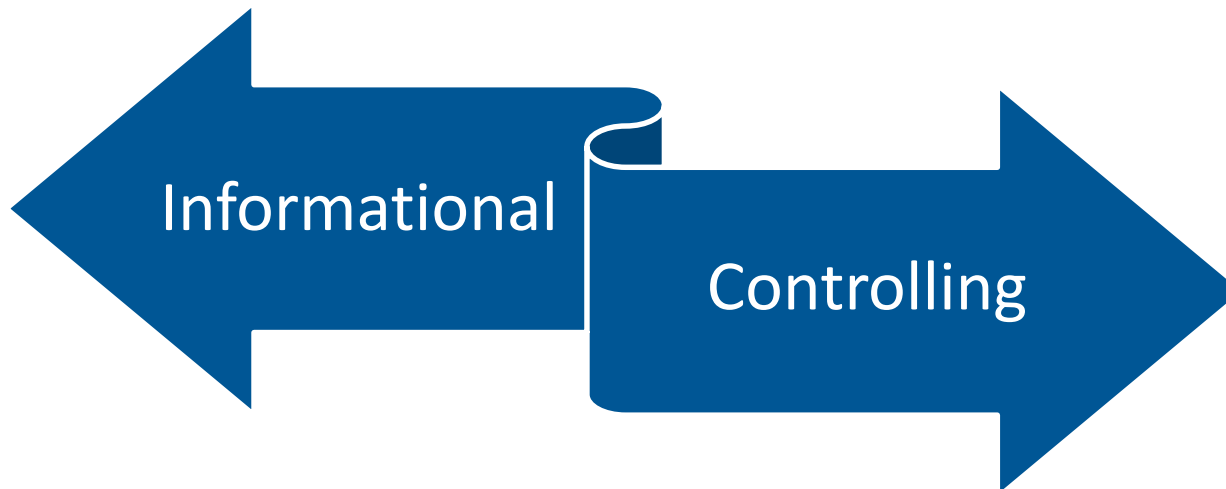
Ability to succeed is believed to be either a static or innate trait and is not affected by effort expenditure or a direct result of effort expenditure

Conceptions of Effort



Effort is related or unrelated to outcomes

Reward Salience



Rewards provide information about one's performance or about one's worth or ability

Task Preference



Tasks maximize learning or minimize risk

Outcome/ Compliance

High

Low

Effort Level

High

Achievers/
Compliers

Strugglers

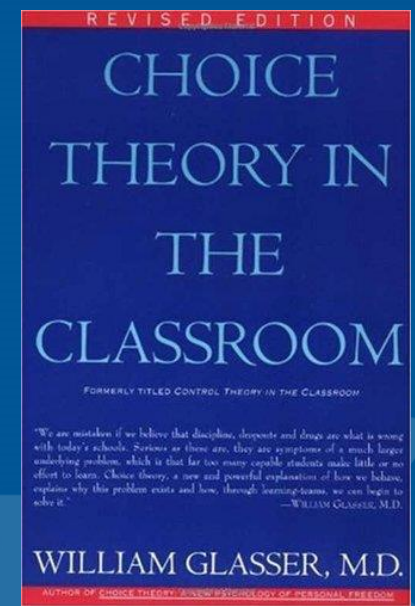
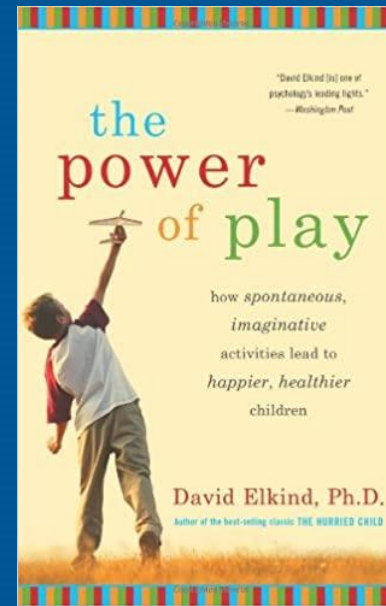
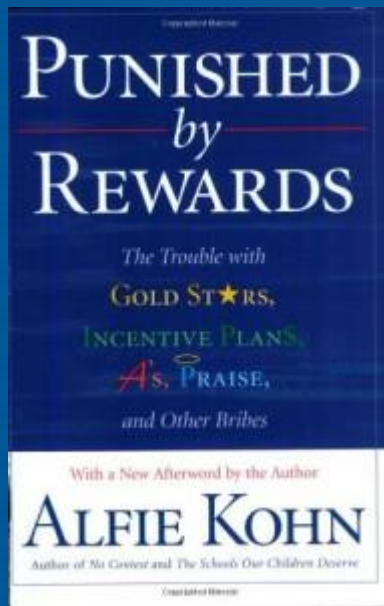
Low

Lucky

Avoiders

High	Achievers/ Compliers	Strugglers
Low	Lucky	Avoiders

Resources to read more about it



Engaging the Hearts and Minds of Educators



When educators' hearts and minds are not engaged:

- Teachers leave the profession
- Students receive less quality instruction
- Academic learning decreases
- Disciplinary concerns increase



School Psychological Services that Promote Educator Engagement

Consultation

Program Evaluation


A decorative graphic in the bottom right corner consisting of several light blue, stylized leaf shapes arranged in a curved, upward-pointing pattern.

Consultation


- **Domain 2: Consultation and Collaboration**
School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.

Consultation
as a
Pathway to
Engagement


If we strengthen the capacity of teachers and staff to engage with students and their parents in positive, meaningful, and culturally responsive ways.



Teachers and staff will become better at promoting social emotional learning and development, and addressing behavioral challenges with individuals and groups of students.



Students and parents will become more supported, connected, and engaged in school.



Students will be successful in school and resilient in life.

Program Evaluation

- **Domain 9: Research and Evidence-Based Practice**
School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

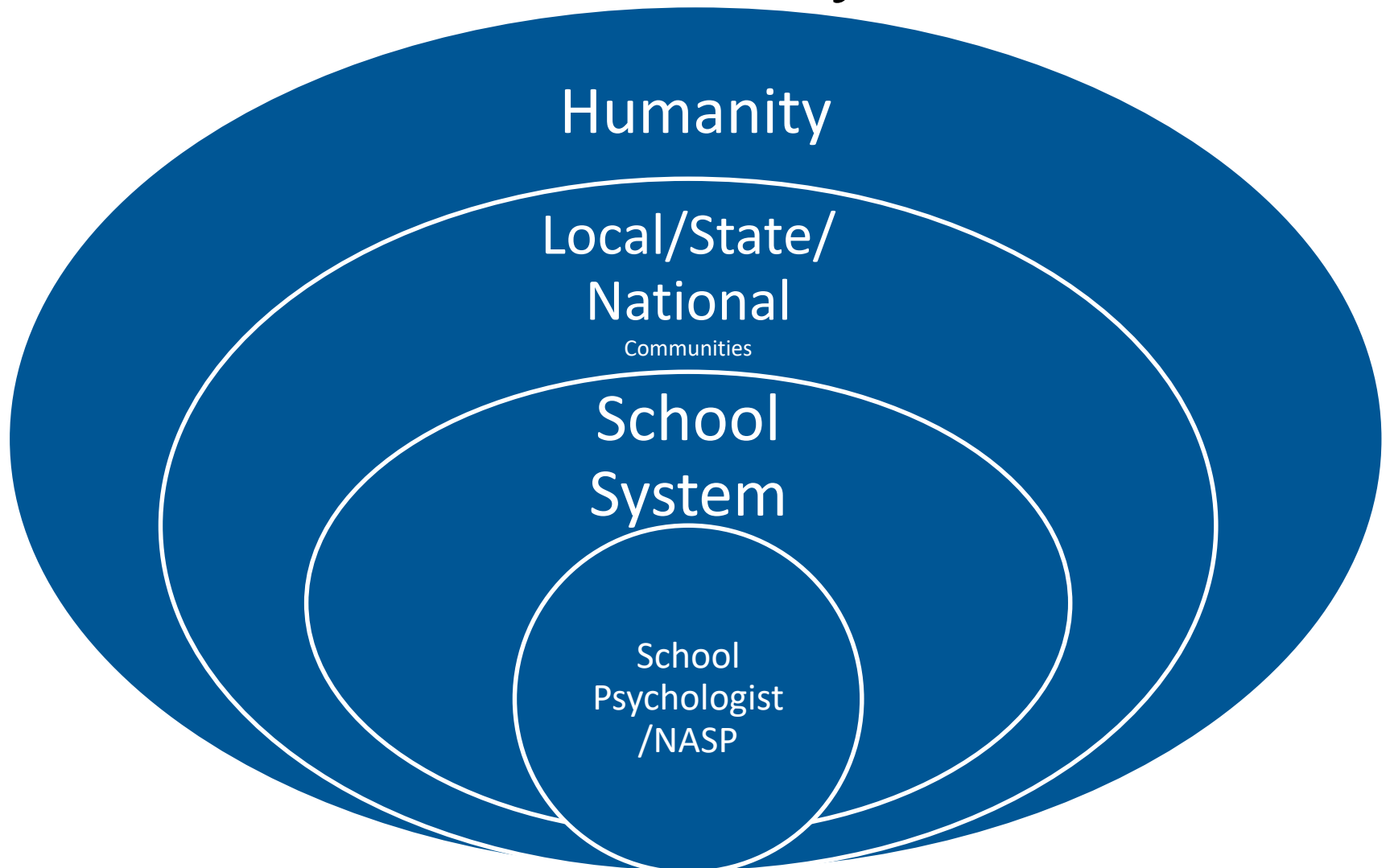
How does program evaluation support engagement?

- Provides actual data for decision making
- Local data = more robust decisions
- Provide information to be used to advocate for improved services, resources, structures, professional development
- Maintain accountability by collecting and analyzing data

Engaging the Hearts and Minds of the Community



Who is the school psychology community?



Ethical Responsibilities

BROAD THEME I. RESPECTING THE DIGNITY AND RIGHTS OF ALL PERSONS

School psychologists engage only in professional practices that maintain the dignity of all with whom they work. In their words and actions, school psychologists demonstrate respect for the autonomy of persons and their right to self-determination, respect for privacy, and a commitment to just, equitable, and fair treatment of all persons.

Standard I.3.2 Correcting Discriminatory Practices School

psychologists strive to ensure that all children and youth have equal opportunity to participate in and benefit from school programs and that all students and families have access to and can benefit from school psychological services. They work to correct school practices that are unjustly discriminatory or that deny students or others their legal rights. School psychologists take steps to foster a school climate that is supportive, inclusive, safe, accepting, and respectful toward all persons, particularly those who have experienced marginalization in educational settings.



Ethical Responsibilities

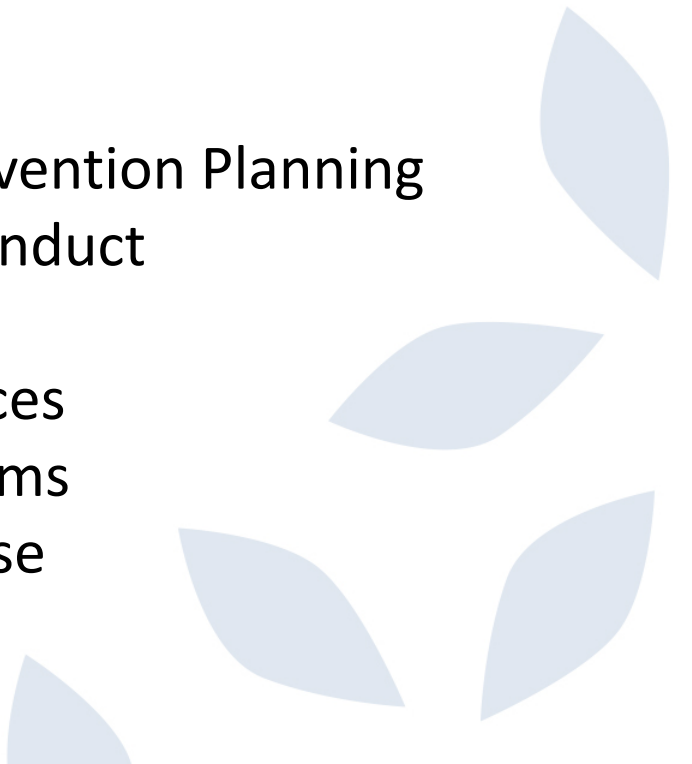
BROAD THEME IV. RESPONSIBILITY TO SCHOOLS, FAMILIES, COMMUNITIES, THE PROFESSION, AND SOCIETY

School psychologists promote healthy school, family, and community environments. They assume a proactive role in identifying social injustices that affect children and youth and schools, and they strive to reform systems-level patterns of injustice. School psychologists who participate in public discussion forums, both in person and by electronic means, adhere to ethical responsibilities regarding respecting the dignity of all persons and maintaining public trust in the profession. School psychologists also maintain the public trust by respecting laws and encouraging ethical conduct. School psychologists advance professional excellence by mentoring less experienced practitioners and contributing to the school psychology knowledge base.

Standard IV.1.2 Promoting Systems Change

School psychologists use their professional expertise to promote changes in schools and community service systems that will benefit children and youth and other clients. They advocate for school policies and practices that are in the best interests of children and respect and protect the legal rights of students and parents.

Additional Relevant Ethical Standards

- Standard I.2.5 Privacy Related to Sexual Orientation and Gender Identity and Expression
 - Standard I.3.1 Discrimination
 - Standard II.1.2 Personal Problems
 - Standard II.3.4 Normative Data
 - Standard III.2.3 Priority of Child Welfare
 - Standard II.3.8 Validity and Fairness
 - Standard II.3.9 Interpreters
 - Standard II.3.13 Parental Involvement in Intervention Planning
 - Standard III.5.1 Private Versus Professional Conduct
 - Standard III.5.2 Separation of Personal Beliefs
 - Standard III.5.3 Personal Beliefs and Experiences
 - Standard IV.1.1 Effective Participation in Systems
 - Standard IV.2.4 Participation in Public Discourse
- 

So, we can

- Engage in practices that address systemic racism
- Engage in practices that address explicit and implicit bias
- Engage in practice that challenges disproportionality in educational systems
- Advocate!

Engaging One's Own Heart and Mind



Be passionate!



Be curious!



Be open!



**Be kind to
yourself!**



References

- NASP Practice Model
- <http://www.schoolhealthcenters.org/wp-content/uploads/2013/03/Expanding-MH-Consultation-Schools.pdf>
- <https://all4ed.org/reports-factsheets/path-to-equity/>
- **Morrison, J.Q. and Harms, A.L. (2018). Advancing Evidence-Based Practice Through Program Evaluation: A Practical Guide for School-Based Professionals. Oxford University Press: NY,NY.**
- **NASP Professional Standards**