Social Justice in School Psychology Practice: Examining the Impact of Diversity and Justice on Everyday Practice

Laurie Klose, Ph.D., LSSP

Educational Advocate, Professional Development Provider, Psychoeducational Evaluator

Oklahoma School Psychology Asociation

October 29, 2021

Disclaimer and Disclosure

The content of this presentation represent my understanding of social justice as it relates to school psychology practice. The views expressed her are my own and not expressly that of the National Association of School Psychologists. References to materials provided by the National Association of School Psychologists does not result in any financial advantage to myself nor am I financially benefitting from the presentation.

Objectives for Today's Session

➢ Engage in activities to evaluate one's personal development with regard to understanding social justice as a component of school psychology practice.
➢ Understand the impact of systemic issues on students from traditionally minoritized groups.
➢ Create an action plan to address systemic issues related to discriminatory practice and promote social justice in educational systems.

Discussion Parameters

✓ Assume positive intent

💬 Engage in dialogue, not debate

👀 Be open, transparent, and willing to admit mistakes.

👥 Hold yourself and others accountable for demonstrating cultural humility

🎧 Embrace the power of humble listening

🤝 Commit to having conversations that matter by speaking up to bridge divides

Catalyst, 2016

Social Justice Definition

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).

School Psychologists' Responsibility: Ethical

- Standard I.3.1 Discrimination School psychologists do not engage in or condone actions or policies that discriminate against persons, including students and their families, other recipients of service, supervisees, and colleagues based on actual or perceived characteristics.

- 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.

- Standard II.3.8 Validity and Fairness School psychologists conduct valid and fair assessments. They actively pursue knowledge of the student's disabilities and developmental, cultural, linguistic, and experiential background and then select, administer, and interpret assessment instruments and procedures in light of those characteristics. School psychologists ensure that assessment results are used to enhance learning opportunities for students.

School Psychologists' Responsibility: Practical

- COMPREHENSIVE AND INTEGRATED SERVICES: DOMAINS OF SCHOOL PSYCHOLOGY PRACTICE- Core beliefs #3 and #5

School psychologists apply their knowledge and skills by creating and maintaining safe, supportive, equitable, and effective learning environments and enhancing family, school, and community collaboration for all students. • School psychologists ensure that their knowledge, skills, and professional practices reflect understanding and respect for human diversity and promote effective services, advocacy, and social justice for all students, families, and schools.

- FOUNDATIONS OF SCHOOL PSYCHOLOGICAL SERVICE DELIVERY
  Domain 8: Equitable Practices for Diverse Student Populations

Three Components for Today

- Personal: Internal implicit and explicit biases
- Professional: Centering social justice in daily school psychology practice
- Societal: Advocating for organizational structures and systems that are grounded in social justice
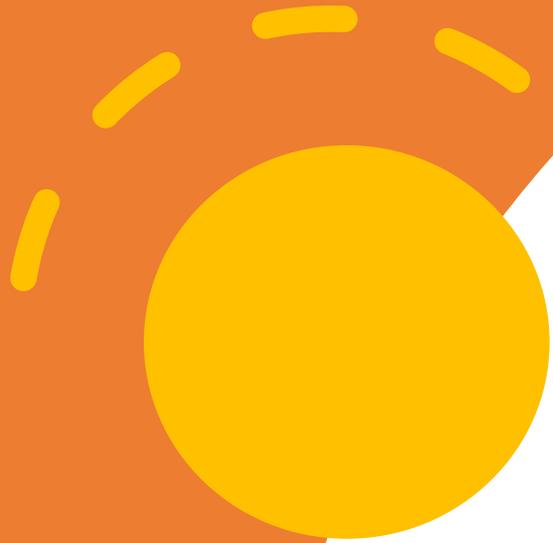
Personal

Understanding and Examining Bias and Privilege

Bias

- Implicit- Associations and assumptions that come from outside of conscious awareness

- Explicit- Associations and assumptions that are consciously realized

BIAS ACTIVITY

Jot down the first three words that come to mind when you see each image.

- https://www.nasponline.org/resources-and-publications/resources-and-podcasts/diversity-and-social-justice/social-justice/implicit-bias-a-foundation-for-school-psychologists

Resources for addressing bias

Privilege

Privilege exists when one group has something of value that is denied to others simply because of group membership and not based on what a person or group has done or failed to do (Johnson, 2006)

Privilege in School Psychology

- Many types
- White privilege
  - Majority of school psychologists
  - Disparity in access to resources
- Compounded effects of intersectionality

Privilege Activity

Self Reflection Questions

1. When was the last time you had to think about your ethnicity, race, gender identity, ability level, religion, and/or sexual orientation? What provoked you to think about it or acknowledge it?

2. When watching TV or a movie, how likely are you to watch shows whose characters reflect your ethnicity, race, gender, ability level, religion, gender identity, and/or sexual orientation?

3. When using social media, how diverse is your feed? How diverse are your friends and followers? How diverse are those that you follow?

4. How do you respond when others make negative statements towards individuals of a different ethnicity, race, gender, ability level, religion, sexual orientation, and/or gender identity than yourself?

5. How often do you go to social settings where the majority of individuals are of a different ethnicity, race, gender, ability level, religion, sexual orientation, and/or gender identity than yourself?

6. How diverse is the community in which you live?

7. How do you feel when you are in a community that is different than your neighborhood?

8. How would you make your neighborhood more inclusive and sensitive?

9. If you recognized your privilege, what did you do with this realization?

https://www.nasponline.org/resources-and-publications/resources-and-podcasts/diversity-and-social-justice/social-justice/understanding-race-and-privilege

Resources Related to Race and Priviledge

- https://www.nasponline.org/resources-and-publications/resources-and-podcasts/diversity-and-social-justice/social-justice/understanding-race-and-privilege

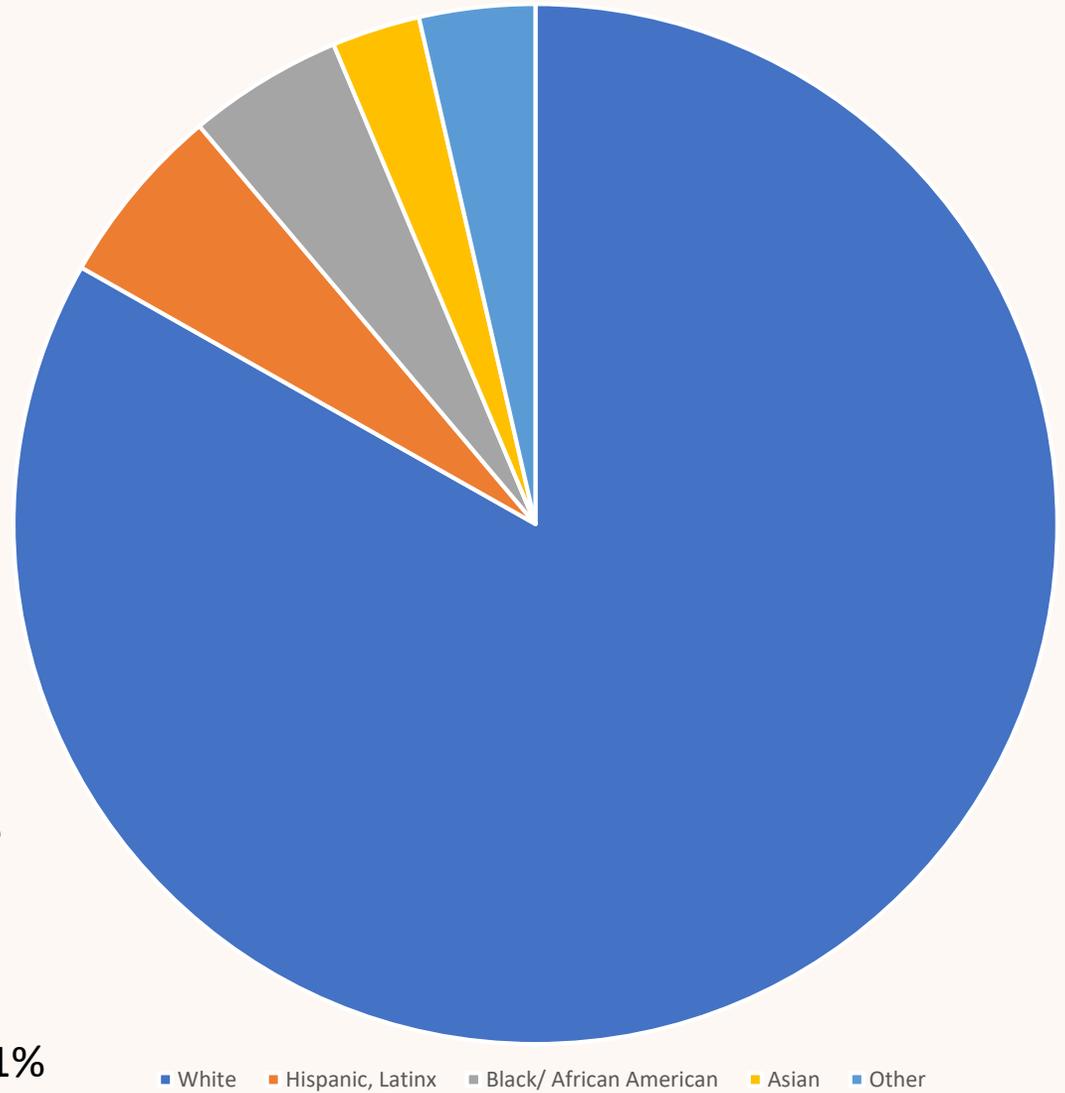# Social Justice and School Psychology Practice

School Psychologist Demographics

(NASP member survey, 2015)

Female 83.7%
Male 16.2%
Other .1%

White | Hispanic, Latinx | Black/ African American | Asian | Other

Child Demographics 2019 (Kids Count Data Center)
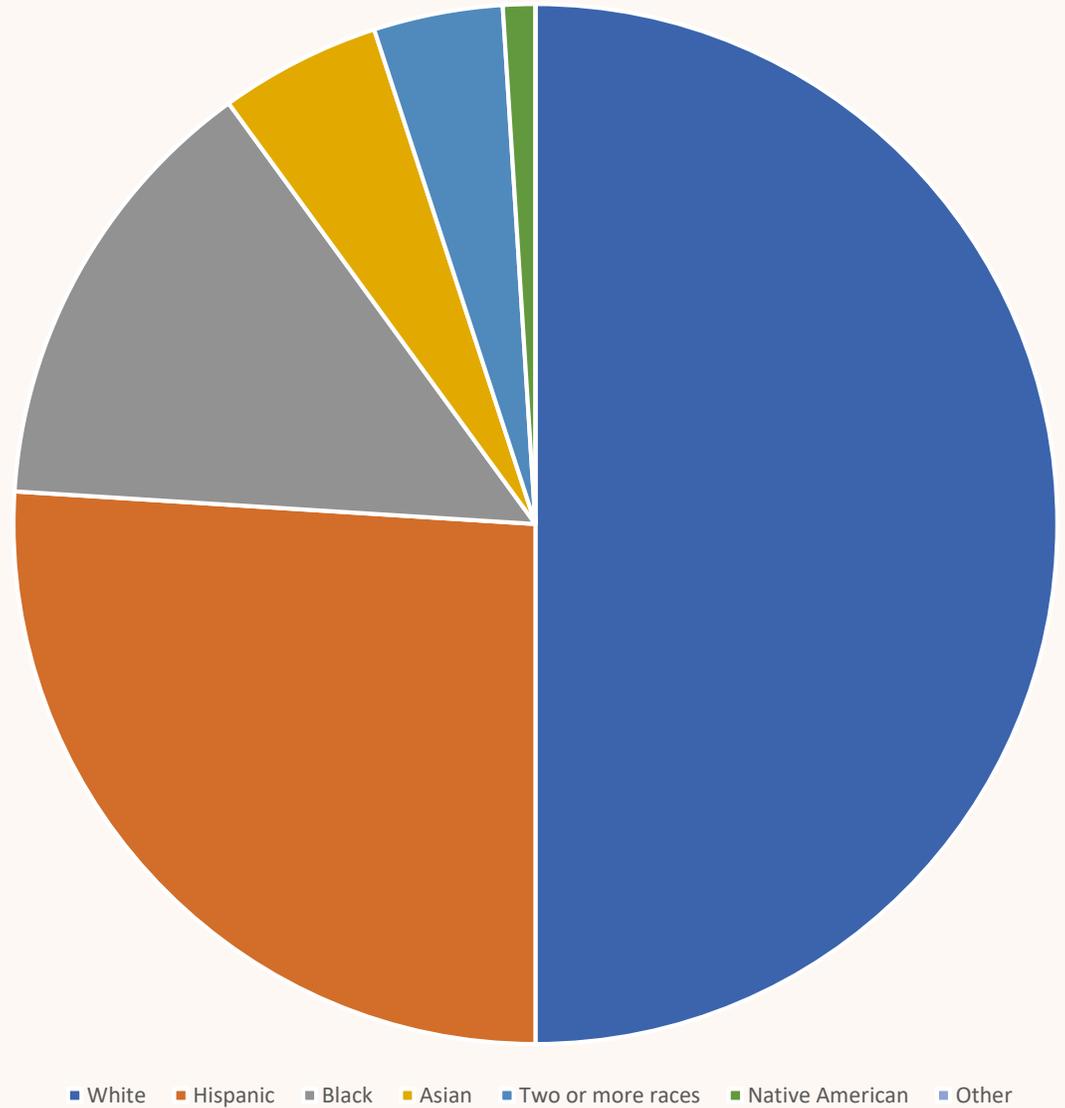
■ White ■ Hispanic ■ Black ■ Asian ■ Two or more races ■ Native American ■ Other

Cultural Competence Activity and Resources

- https://www.nasponline.org/resources-and-publications/resources-and-podcasts/diversity-and-social-justice/cultural-competence/self-assessment-checklist

- https://www.nasponline.org/resources-and-publications/resources-and-podcasts/diversity-and-social-justice/cultural-competence

Social Justice Considerations in Assessment

- Strength based approach and nondeficit-focused with a focus on positive psychology

- Processes and procedures exist on a continuum of fairness and equity

- Assessments are ecologically based and examine both the characteristics of the environment and the individual

- Nondiscriminatory assessment includes both how the educational system and social world impacts the individual being assessed and the individual's perspective on their role/place in the context

Important Consideration for Every Case

Data

Selection

Decision Making

Interpreta-tion

Psycho-metrics
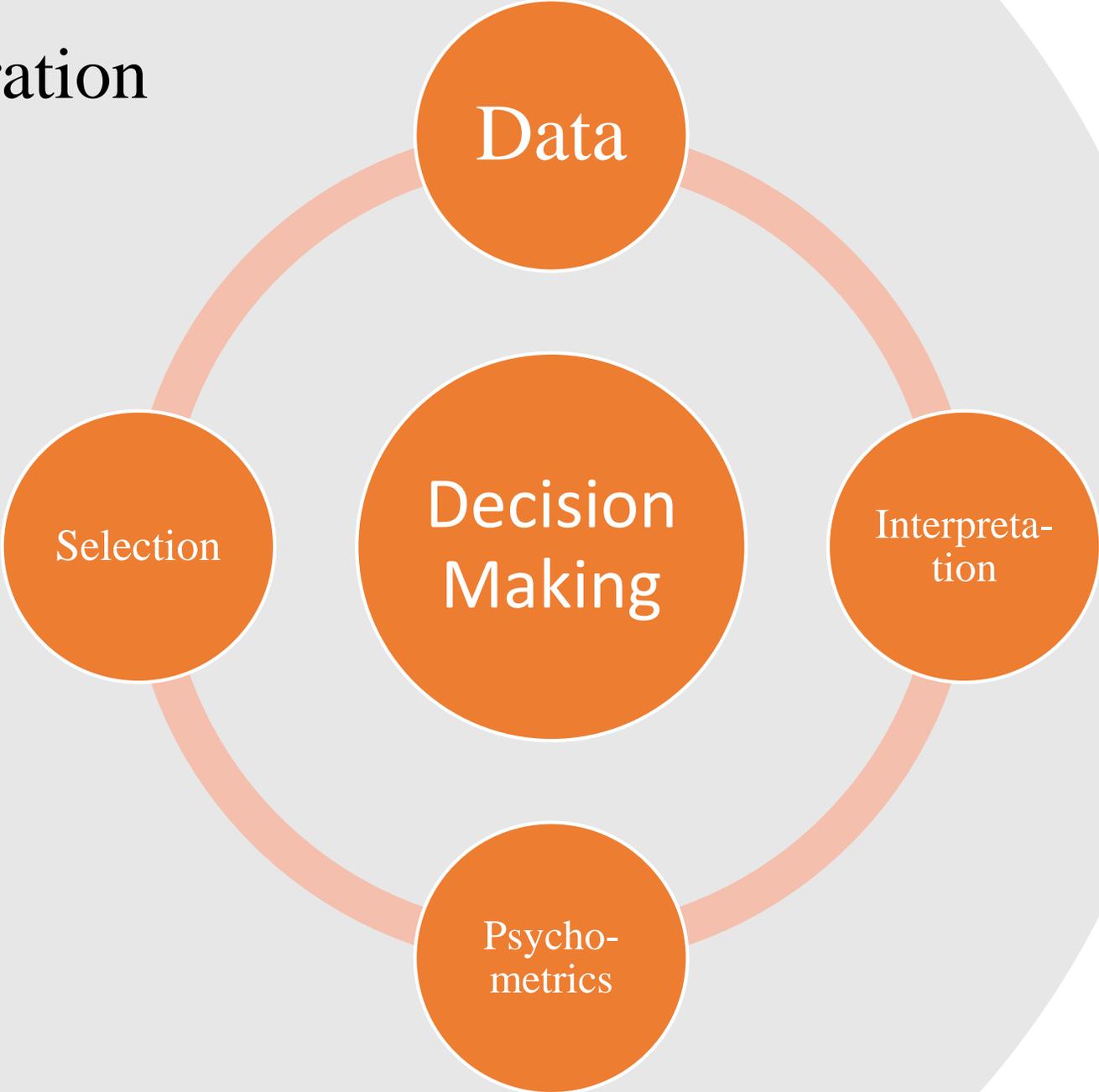
Social Justice in Educational Systems
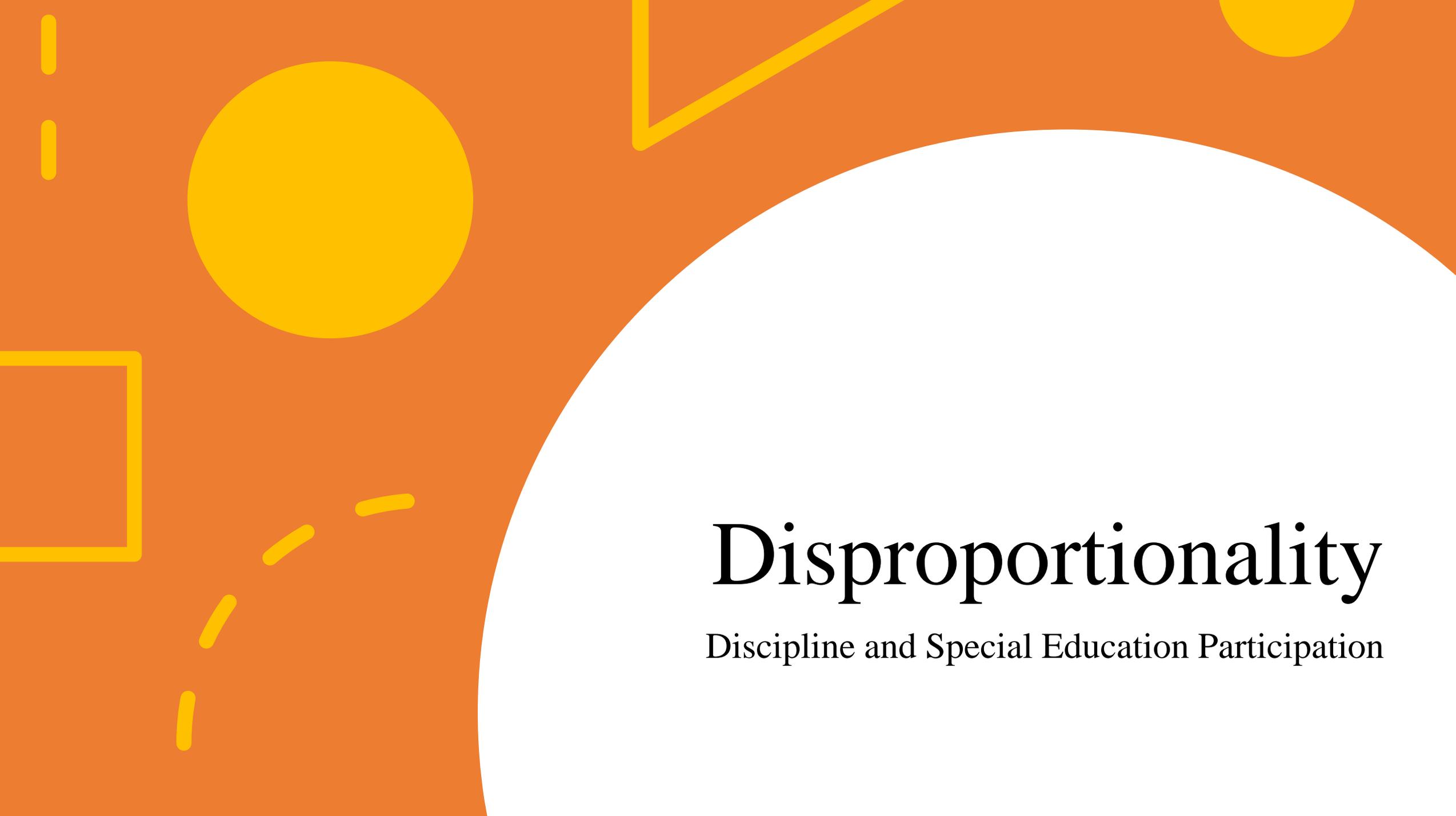
Disproportionality

Discipline and Special Education Participation

Percent of Students in Special Education

Figure 2. Percentage of students ages 3–21 served under the Individuals with Disabilities Education Act (ID[...] [...]e/ethnicity: School year 2018–19

Race/ethnicity	Percent
Total	14
White	14
Black	16
Hispanic	13
Asian	7
Pacific Islander	11
American Indian/ Alaska Native	18
Two [or] more ra[ces]	14
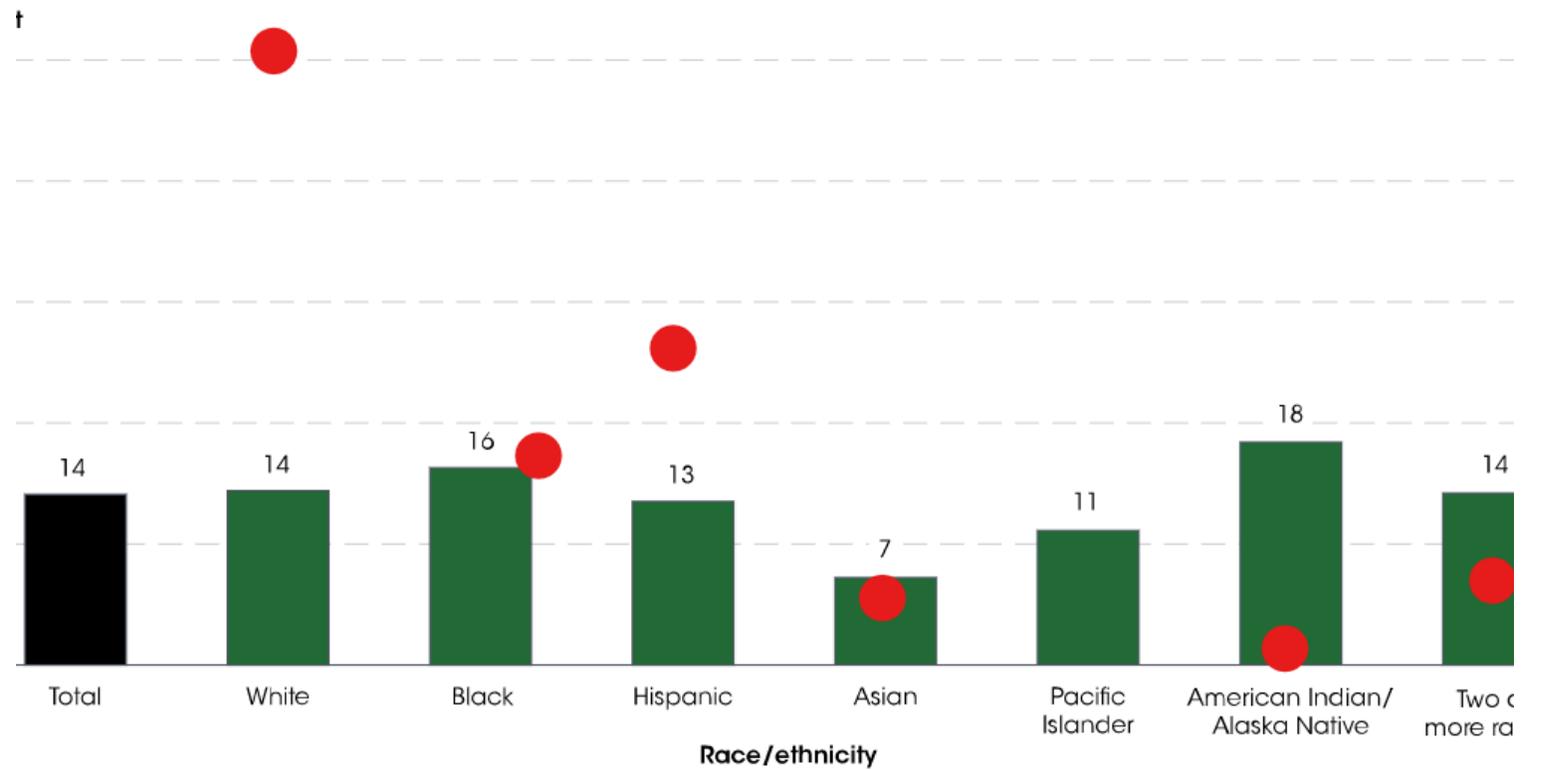
Potential Factors in Disproportionality in Special Educations

English Language Learners

Cultural Reproduction

Educator Bias

Problems with differential instruction

Instruction that is not culturally responsive

Differences in Discipline Rates

Metric	Black	White
School arrests	0.28%	0.08%
Expulsions	0.51%	0.18%
Law enforcement referral	0.91%	0.34%
In-school suspension	11.22%	4.23%
Out-of-school suspension	13.46%	3.5%

Potential Factors Contributing to Racial Disparities in School Discipline

- Racial bias of educators- implicit and explicit
- Poverty
- Racialized legacy of incarceration

Resources for Advocating for Social Justice Centered Systemic Change

- Acknowledge the problem
- Provide data to key stakeholders
- Remain informed of literature related to social justice
- https://www.nasponline.org/publications/periodicals/spf/volume-10/volume-10-issue-3-(fall-2016)/commentary-school-psychologists-as-advocates-for-racial-justice-and-social-justice-some-proposed-steps
- https://www.nasponline.org/social-justice

Final Thoughts and Questions

laurie@respected-online.com

Thank you!!!!

References

Adams, M., Bell, L. A., & Griffin, P. (Eds.). (2007). *Teaching for diversity and social justice, 2nd Edition*. New York, NY: Routledge.

Barrett, C., & A'Vant, L. (2017). Social justice: Historical perspective and the next frontier of school psychology. *Communiqué*, *45* (8), 4–6.

https://www.catalyst.org/research/flip-the-script-race-ethnicity-in-the-workplace/

Catalyst, *Flip the Script: Race & Ethnicity in the Workplace* (May 7, 2018)

Blake, J. J., Butler, B. R., Lewis, C. W., & Darensbourg, A. (2011). Unmasking the inequitable discipline experiences of urban Black girls: Implications for urban educational stakeholders. *The Urban Review*, *43*, 90–106. doi.10.1007/s11256-009-0148-8

Carroll, D. W. (2009). Toward multicultural competence: A practice model for implementation in the schools. In J. M. Jones (Ed.), *The psychology of multiculturalism in schools: A primer for practice, training, and research* (pp. 1–16). Bethesda, MD: National Association of School Psychologists.

Charvat, J., McNamara, K. M., & Hyson, D. M. (2016, February). *School psychology at a glance: 2015 member survey results*. Special session presented at the annual meeting of the National Association of School Psychologists, New Orleans, LA.

Crenshaw, K., Ocen, P., & Nanda, J. (2015). *Black girls matter: Pushed out, overpoliced, and underprotected*. New York, NY: Center for Intersectionality and Social Policy Studies, Columbia University.

Ford, D. Y., Wright, B. L., Washington, A., & Henfield, M. S. (2016). Access and equity denied: Key theories for school psychologists to consider when assessing Black and Hispanic students for gifted education. *School Psychology Forum*, *10*, 265–277.

Hernandez, G. (2017). *Identity wheel*. Retrieved from https://gabycurriculumtoolkit.wordpress.com/2013/12/17/identity-wheel

Holladay, J. R. (2000). *On racism and white privilege*. Retrieved from https://www.tolerance.org/professional-development/on-racism-and-white-privilege

Johnson, A. G. (2006). *Privilege, power, and difference* (2nd ed.). New York, NY: McGraw-Hill.

Koswic, J. G., Greytak, E. A., Giga, N. M., Villenas, C., & Danischewski, D. (2016). *The 2015 National School Climate Survey: The experiences of lesbian, gay, bisexual, and transgender youth in our nation's schools*. New York, NY: GLSEN.

Morris, M. W. (2016). *Pushout: The criminalization of Black girls in schools*. New York, NY: The New Press.

Malone, C., Briggs, C., Ricks, E., Middleton, K., Fisher, S., & Connell, J. (2015). Development and Initial Examination of the School Psychology Multicultural Competence Scale. *Contemporary School Psychology, 20.*

Morris, M. W. (2012). *Race, gender, and the school-to-prison pipeline: Expanding our discussion to include Black girls*. New York, NY: The African American Policy Forum.

Morris, M. W. (2016). *Pushout: The criminalization of Black girls in schools*. New York, NY: The New Press.

National Association of School Psychologists. (2012). *Racism, prejudice, and discrimination*. [Position Statement]. Bethesda, MD.

National Association of School Psychologists. (2016). *Understanding race and privilege*. [Handout]. Bethesda, MD: Author.

National Association of School Psychologists. (2017). *Understanding intersectionality*. [handout]. Bethesda, MD: Author.

https://www.nasponline.org/publications/periodicals/communique/issues/volume-48-issue-1/demystifying-social-justice-for-school-psychogy-practice

National Center for Educational Statistics. (2017). *Condition of education 2017*. Washington, DC: Author.

Newell, M. L., & Coffee, G. (2013). A social justice approach to assessment. In D. Shriberg, S. Y. Song, A. H. Miranda, & K. M. Radliff (Eds.), *School psychology and social justice: Conceptual foundations and tools for practice* (pp. 173–188). New York, NY: Routledge.

Proctor, S. L. (2016). Introduction to the special issue: Encouraging racial and social justice throughout the pre-k to graduate school pipeline. *School Psychology Forum*, *10*, 233–236.

Proctor, S. L., Kyle, J., Fefer, K., & Lau, C. (2017). Examining racial microaggressions, race/ethnicity, gender, and bilingual status with school psychology students: The role of intersectionality. *Contemporary School Psychology*. Advance online publication. doi:10.1007/s40688-017-0156-8

Riddle, T. and Sinclair, S. (2019). Racial disparities in school-based disciplinary actions are associated with county-level rates of racial bias. PNAS April 23, 2019 116 (17); https://doi.org/10.1073/pnas.1808307116 Rollenhagen, J., Goodman, S., & Barnes, A. C. (2017). Using data to address racial disproportionality in discipline practices. *Communiqué, 46* (1), 10–13.

Scherr, T. G. (2011). Addressing the needs of marginalized youth at school. In S. R. Jimerson, A. B. Nickerson, M. J. Mayer, & M. J. Furlong (Eds). *The handbook of school violence and safety: International research and practice*. New York, NY: Routledge.

Shriberg, D. (2016). Commentary: School psychologists as advocates for racial and social justice: Some proposed steps. *School Psychology Forum, 10,* 337–339.

Shriberg, D., Song, S. Y., Miranda, A. H., & Radliff, K. M. (2013). *School psychology and social justice: Conceptual foundations and tools for practice*. New York, NY: Routledge.

Speight, S. L., & Vera, E. M. (2009). The challenge of social justice for school psychology. *Journal of Educational and Psychological Consultation, 19,* 82–92. doi:10.1080/10474410802463338

Sullivan, A. L., & Proctor, S. L. (2016). The shield or the sword? Revisiting the debate on racial disproportionality in special education and implications for school psychologists. *School Psychology Forum, 10,* 278–288.

Understanding Implicit Bias: What Educators Should Know
http://www.aft.org/ae/winter2015-2016/staats

U.S. Department of Education, Office for Civil Rights. (2016). *2013–2014 civil rights data collection: A first look*. Retrieved from http://www2.ed.gov/about/offices/list/ocr/docs/2013-14-first-look.pdf

U. S. Department of Education, Office for Civil Rights. (2015). *Protecting civil rights, advancing equity: Report to the President and secretary of education*. Retrieved from https://www2.ed.gov/about/reports/annual/ocr/report-to-president-and-secretary-of-education-2013-14.pdf

Walcott, C. M., & Hyson, D. (2018). Results from the NASP 2015 membership survey, part one: Demographics and employment conditions [Research report]. Bethesda, MD: National Association of School Psychologists.