BEST PRACTICES FOR SOCIAL JUSTICE IN SCHOOLS

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 - NASP Delegate (VA)
 - Chair, Multicultural Affairs Committee
 - Publications Committee
 - Social Justice Committee
 - Author

charles barrett IDEATION | CREATION | INNOVATION | EDUCATION

its ALWAYS ABOUT THE ren charles a. barrett

Today in School Psychology

this is why a day without direct contact with students is wasted

charles a. barrett









Ocharlesabarrett





#itsalwaysaboutthechildren

#TODAYINSCHOOLPSYCHOLOGY















[child's name] is doing well with regulating his behaviors and completing assignments on time.

[gender] is experiencing difficulty regulating his emotions and requires teacher prompting and support to complete assignments on time. listen to families. they are experts in their children.

teachers are special people who take care of other people's children as if they were their own.

do you know my name?

CAN I GIVE YOU A HUG? 1ST GRADER

i think you'll have fun with my friend 2nd grader

doubt: negative energy 9-year-old

i tell my mind to stay still; but my mind doesn't listen to my body.

if children can admit to seeing color, why don't we?

is he your father? 1st grader

this is why a day without direct contact with a student is wasted...



ENCOURAGE THE PEOPLE

CHALLENGE THE SYSTEM



NASP AND SOCIAL JUSTICE

- Social Justice is one of five NASP
 Strategic Goals
 - Workforce Shortages
 - Leadership Development
 - NASP Practice Model
 - Mental/Behavioral Health
 Providers
- In September 2017, a definition for school psychologists was adopted by the Board of Directors and Leadership Assembly

SOCIAL JUSTICE: A 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 energy social justice through culturallyresponsive professional practice and advocacy to create schools, communities, and systems that ensure equity and fairness for all children.



ENSURE THAT ALL CHILDREN AND YOUTH ARE VALUED AND THAT THEIR RIGHTS AND OPPORTUNITIES ARE PROTECTED IN SCHOOLS AND COMMUNITIES

NASP SOCIAL JUSTICE RESOURCES

NASP AND SOCIAL JUSTICE



Home > Resources & Publications > Resources > Diversity

Social Justice

In This Section

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 Understanding Race and Privilege

SP4SJ Podcast and Google Hangout Series External Social Justice Resources Social Justice Lesson

Plans

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 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 nondiscriminatory 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.

SP4SJ Podcast and Google Hangout Series External Social Justice

Resources Social Justice Lesson

Intersectionality and School Psychology: Implications for Practice



Latest Resources

Stay informed with these new handouts, discussion guides, podcasts, and more to advance social justice in your school and community, and participate in the national #SP4SJ dialogue on social media.

#SP4SJ Podcast

Lesson Plans

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.



Resources on Understanding Bias and Privilege

Implicit Bias



Race and Privilege

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.

Social Justice and the NASP Practice Model

NASP recently created infographics to introduce key issues to stakeholders and advocate for the work of school psychologists. This infographic shows key points about social justice as it relates to

infographic shows key points about social justice as it relates to children and youth, the role of school psychologists in changing these statistics, and the NASP Practice Model domains

Download .PDF

represented by this work.

SOCIAL JUSTICE TASK FORCE: 2016-2018

Privilege

- Understanding Race and Privilege
- Talking about Race and Privilege: Lesson Plan for Middle and High School Students
- Understanding Race and Privilege: Lesson Plan and Activity Guide for Professionals

Implicit Bias

- Implicit Bias: A Foundation for School Psychologists
- Implicit Bias, Part 2: Addressing Disproportionality in Discipline: A Prospective Look at Culturally Responsive Positive Behavior Intervention and Supports

Intersectionality

- Intersectionality and School Psychology: Implications for Practice
- Intersectionality Infographic

#SP4SJ PODCAST SERIES

#SP4SJ Series Creating Safe Spaces for LGBTO+ Students	Privilege Centering Indigenous and Oppressed Voices	Perspective on Bullying Prevention Encountering and Overcoming	Pipeline The Future of Social Justice Training,
Creating Safe Spaces for LGBTQ+ Students in Schools			

SOCIAL JUSTICE COMMITTEE: 2018

- Engage members around social justice and related issues using NASP resources such as publications, presentations, and social media
- Develop social justice resources to support members in increasing their awareness, knowledge, and skills regarding social justice issues that are relevant to children, families, schools, and communities
- Provide consultation to NASP committees engaging in social justice work

- Build NASP leaders' and delegates' capacity to support the organization in integrating social justice as a strategic goal
- Expand the available pool of NASP members prepared to offer social justice related support to school psychologists, school systems, state associations, and other stakeholders

Social Justice Leadership: Embracing Challenges as Opportunities for Moving Forward Using Intersectionality as a Tool for Social Justice with Low-Income and Economically Marginalized Children and Youth Infusing Social Justice into Tiered Service Delivery for Low-Income and Economically Marginalized Students in Foster Care

Bringing Social Justice Principles into School Psychology Research

DEMYSTIFYING SOCIAL JUSTICE FOR SCHOOL PSYCHOLOGY PRACTICE

SOCIAL JUSTICE

Low Income and Economic Marginalization as a Matter of Social Justice: Foundational Knowledge

By Charles Barrett, Tiombe Bisa Kendrick-Dunn, & Sherrie L. Proctor

o equitably and effectively serve children, families, schools, and communities, school psychologists must appreciate the dynamic interaction that exists between many variables. Using Bronfenbrenner's (1979) ecological systems theory as an example, this comprehensive conceptual framework provides a model for understanding Social Justice Advocacy for Low-Income and Economically Marginalized Gifted and Talented Students

LIEM and Actionable Opportunities for School Psychologists: The Year in Review Applying Social Justice Principles to Consultation with and on Behalf of Low-Income and Economically Marginalized Children and Families

FEATURE PRESENTATION

JUST Medicine

With a New Introduction

A CURE FOR RACIAL INEQUALITY IN AMERICAN HEALTH CARE

DAYNA BOWEN MATTHEW

NASP 👾

NATIONAL ASSOCIATION OF School Psychologists

Home > Resources & Publications > Communiqué > Communiq...

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Communiqué

In This Issue

SOCIAL JUSTICE

Historical Foundations of Health Disparities: A Primer for School Psychologists to Advance Social Justice

By Amanda L. Sullivan, Mollie Weeks, Tara Kulkarni, Thuy Nguyen, Tiombe Bisa Kendrick-Dunn, & Charles Barrett **pp. 1, 30–32** *Volume 49 Issue 2*





NASP EXPOSURE PROJECT

- We need every school psychology graduate student, faculty member, and practitioner to present to high school students and/or undergraduates at least once each semester
- <u>https://tinyurl.com/NASP-</u>
 <u>ExposureProject</u>
- <u>https://tinyurl.com/NASP-EP-</u>
 <u>Tracking</u>

NASP EXPOSURE PROJECT

We need YOU to present to high school students or undergraduates about school psychology.

413



BEST PRACTICES FOR SOCIAL JUSTICE IN SCHOOLS

- - Participants will be able to describe what social justice is and why it is meaningful to the equitable practice of school psychology.
 - Participants will be able to describe the social justice implications related to various areas of school psychology practice (e.g., prevention, intervention, counseling, and assessment).
 - Participants will learn how to infuse social justice principles into school and systems wide policy decisions to meet the needs of marginalized groups.
WHAT DO YOU THINK?

Think Pair Share

what are your general comments, questions, thoughts, or reactions to the video?

who won the race?

for those who did not win the race, how do you think they feel? for those who did not win the race, how might this event affect them in future races or other endeavors?

HOW?





it's not race, it's class many well-intentioned individuals

ROTHSTEIN, 2014

Without fulfilling this obligation, substantially narrowing the achievement gap, or opening equal educational opportunity to African Americans, will remain a distant and unreachable goal.

Avoidance of our racial history is pervasive and we are ensuring the persistence of that avoidance for subsequent generations. For the public and policymakers, re-learning our racial history is a necessary step because remembering this history is the foundation for an understanding that aggressive policies to desegregate metropolitan areas are not only desirable, but a constitutional obligation.

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CORONAVIRUS

Minnesota parents rush to create 'learning pods' for distance learning





By MARA KLECKER , STAR TRIBUNE August 07, 2020 - 1:54 PM

Once she found out that Minneapolis Public Schools would be starting the year with online learning, Katy Armendariz started texting two other families about how they could get through it together.

Opinion

The Latest in School Segregation: Private Pandemic 'Pods'

If they become the norm, less privileged kids will suffer.

By Clara Totenberg Green

Ms. Green is a social and emotional learning specialist in Atlanta Public Schools.

July 22, 2020



But the sudden rise of the student groups is raising questions about how the pandemic could widen the opportunity gap and contribute to educational inequities between families who can afford more educational support and those who can't.



3 THINGS ABOUT RACE...

understanding racial marginalization helps us to understand all other forms of marginalization

racism serves as a model and is the foundation for how marginalization works and remains active

race is socially constructed

Economic Policy Institute

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The Racial Achievement Gap, Segregated Schools, and Segregated Neighborhoods – A Constitutional Insult

epi.org

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Commentary • By Richard Rothstein • November 12, 2014

G f У +

Publication in: *Race and Social Problems* 6 (4), December 2014. Nationwide, low-income black children's isolation has increased. It's a problem not only of poverty but of race



Although class (SES) compounds many issues facing diverse students, their families, schools, and communities, in many ways, race-based policies created class differences

Friends—

Check out the wife as she discusses the legacy of systemic racism and housing discrimination. Also featuring noted economist Richard Rothstein, the interview is an excellent overview of how race-based policies continue to disproportionately affect communities of color, particularly Black families. For those who are committed to anti-racism, regardless of your field or industry, developing a solid understanding of the racist underpinnings that were enacted through legal policies that either still exist or were not too long ago (1950s) is absolutely necessary to know why inequities persist and how to effectively disrupt and dismantle systemic structures that perpetuate injustice. This will be added to the required listening list for my courses. One day Lisa and I will do something together. We're a justice family. #itsalwaysaboutthechildren #todayinschoolpsychology



THE1A.ORG Closing The Gap: Housing Discrimination In The United States | 1A





JUL 14

Closing The Gap: Housing Discrimination In The United States





While many of us may be familiar with these oppressive and discriminatory aspects of US history, there are other contributing factors that have significantly impacted the African American experience





SLAVERY

JIM CROW





Law-at-a-Glance Major Provisions Of Civil Rights Bill

WASHINGTON, July 2 (AP)—Here are the major provisions of the Civil Rights Bill signed into law today:

Public accommodations—Bans discrimination in establishments offering food, lodging, gasoline or entertainment to the public.

Equal employment opportunity — Prohibits discrimination by employers or unions in hiring, firing, promotions, apprenticeship training and job referrals.

Federal programs — Authorizes federal agencies to withhold funds from any program in which discrimination is found.

Public schools and facilities—Authorizes the attorney general to file suit to compel desegregation of public schools, parks, playgrounds, libraries and swimming pools.

Voting-Tightens procedures in earlier civil rights laws aimed at preventing discriminatory denial of Negro voting rights in federal elections.

Community Relations Service—Establishes a new agency to help local communities settle racial disputes on a voluntary basis.

Civil Rights Commission—Extends its life until 1968 and gives it new powers to collect and disseminate information on a national basis.

Effective date—All provisions of the bill become operative immediately except for the equal employment opportunity section, which goes into effect in one year.

1964

SCHOOL SEGREGATION EXISTS TODAY...

In Detroit, the typical Black student attends a school where 3 percent of students are white, and 84 percent are low income

In 1988, Black students typically attended schools in which 43 percent of their fellow students were low-income; by 2006 it had risen to 59 percent

The share of Black students attending schools that are more than 90 percent minority has grown from 34 percent to 39 percent from 1991 to 2011

IN SCHOOLS WITH HIGH PROPORTIONS OF DISADVANTAGED CHILDREN...

- Remediation becomes the norm, and teachers have little time to challenge those exceptional students who can overcome personal, family, and community hardships that typically interfere with learning
- In schools with high rates of student mobility, teachers spend more time repeating lessons for newcomers, and have fewer opportunities to adapt instruction to student's individual strengths and weaknesses
- When classrooms fill with students who come to school less ready to learn, teachers must focus more on discipline and less on learning

IN SCHOOLS WITH HIGH PROPORTIONS OF DISADVANTAGED CHILDREN...

- Children in impoverished neighborhoods are surrounded by more crime and violence and suffer from greater stress that interferes with learning
- Children with less exposure to mainstream society are less familiar with the standard [academic] English that's necessary for their future success
- When few parents have strong educations themselves, schools cannot benefit from parental pressure* for higher quality curriculum, children have fewer college-educated role models to emulate and have few classroom peers* whose own families set higher academic standards

THE MOST EFFECTIVE INTERVENTION IS PREVENTION

BETHLEHEM AREA SCHOOL DISTRICT





Scientific research has shown how children learn to read and how they should be taught. But many educators don't know the science and, in some cases, actively resist it. As a result, millions of kids are being set up to fail.

www.apmreports.org

Percentage of U.S. students proficient in reading

X



SOURCE: The National Assessment of Educational Progress (<u>Grade 4</u> | <u>Grade</u> <u>8</u>). *In 1992 and 1994, testing accommodations were not permitted.

DATA...

- In 2015, 56 percent of BASD 3rd graders scored proficient on the state reading test
 - Although some wanted to use poverty as an excuse, data showed that students in the district's wealthier schools were not reading very well either
- According to the National Assessment of Educational Progress, since the 1990s, 60+ percent of the nations' 4th graders are not proficient readers

The battle between whole language and phonics got so heated that the U.S. Congress eventually got involved, convening a National Reading Panel to review all the research on reading... The sum of the research showed that explicitly teaching children the relationship between sounds and letters improved reading achievement. The panel concluded that phonics lessons help kids become better readers.

...virtually all kids can learn to read — if they are taught the right way. The problem is that many fimerican elementary schools aren't doing that... Kids must be explicitly taught how to connect sounds with letters — phonics.

EVIDENCED-BASED INSTRUCTION

They decided the first step would be a series of training sessions over the course of a school year for all the principals at the district's 16 elementary schools. The district leaders reasoned that the principals needed to be convinced of the science if they were going to convince their teachers to change the way they taught reading.

The Bethlehem schools now use a curriculum in the early elementary grades that mixes teacher-directed whole-class phonics lessons with small-group activities to meet the needs of children at different points in the process of learning to read.

CHALLENGE THE SYSTEM

POSITIVE OUTCOMES

In 2015... more than half of the kindergartners in the district tested below the benchmark score... At the end of the 2018 school year... 84 percent of kindergarteners met or exceeded the benchmark score. At three schools, it was 100 percent.

DATA: 2015 VS. 2018



WHAT ABOUT LATINX STUDENTS?

WHAT ABOUT POOR STUDENTS?

SCHOOL A



- Percent Latinx = 77
- Percent Poverty = 97
- 2015 Percent Proficiency = 30
- 2018 Percent Proficiency = 69
- Percent Progress = +39

■White ■Hispanic ■Black ■2+Races ■Asian

SCHOOL B



Percent Latinx = 65

- Percent Poverty = 90
- 2015 Percent Proficiency = 28
- 2018 Percent Proficiency = 60
- Percent Progress = +32

■White ■Hispanic ■Black ■2+Races ■Asian

SCHOOL C



Percent Latinx = 61

- Percent Poverty = 83
- 2015 Percent Proficiency = 51
- 2018 Percent Proficiency = 93
- Percent Progress = +42

■ White ■ Hispanic ■ Black ■ 2 + Races ■ Asian

SCHOOL D



Percent Latinx = 62

- Percent Poverty = 78
- 2015 Percent Proficiency = 32
- 2018 Percent Proficiency = 83
- Percent Progress = +51

■White ■Hispanic ■Black ■2+Races ■Asian

SCHOOL E



Percent Latinx = 77

- Percent Poverty = 94
- 2015 Percent Proficiency = 40
- 2018 Percent Proficiency = 72
- Percent Progress = +32

■White ■Hispanic ■Black ■2+Races ■Asian
SCHOOL F



Percent Latinx = 51

- Percent Poverty = 73
- 2015 Percent Proficiency = 75
- 2018 Percent Proficiency = 92
- Percent Progress = +17

■White ■Hispanic ■Black ■2+Races ■Asian

inverted triangles are systems issues, not child issues Meg Harris

...if we believe that all students can learn, but some are not, we must critically examine why this is happening and correct our professional practice.

INSTRUCTION

COUNSELNG

SOCIAL EMOTIONAL RNiNg

INVESTIGATION OF CASEL SELECT PROGRAMS WITH MINORITY STUDENTS FROM HIGH POVERTY COMMUNITIES

BYRON MCCLURE, DED, NCSP

CASEL SELECT PROGRAMS

- A meta-analysis examined the efficacy of CASEL SELect programs when used with minority students (elementary and middle school) from high-poverty communities
- Most significant findings—
 - SEL programs led to significant positive effects on targeted outcomes when used with minority students from high-poverty communities
 - SEL programs increased pro-social behaviors, reduced conduct problems, and improved academic performance in minority students from high-poverty communities

IMPROVING PRO-SOCIAL BEHAVIOR

- I Can Problem Solve
- PATHS
- Competent Kids
- The Incredible Years

REDUCING CONDUCT PROBLEMS

- 4Rs
- Too Good For Violence
- PATHS
- I Can Problem Solve

REDUCING EMOTIONAL DISTRESS

- The Incredible Years
- Student Success Skills

IMPROVING ACADEMIC PERFORMANCE

- Competent Kids
- Student Success Skills



DISCIPLINE DISPROPORTIONALITY

SCHOOL PSYCHOLOGY REVIEW

Special Issue: Closing in on Discipline Disproportionality



Volume 47, No. 2, 2018

 Special Issue: Closing in on Discipline Disproportionality

Several articles provide excellent research related to effective interventions for reducing discipline disproportionality

Rather than continued problem glorification, the issue focuses on what school psychologists can do to effectively address disproportionality School Psychology Review 2018, Volume 47, No. 2, pp. 109–117 DOI: 10.17105/SPR-2018-0023.V47-2

Nudging the Gap: Introduction to the Special Issue "Closing in on Discipline Disproportionality"

> Jessika H. Bottiani Catherine P. Bradshaw University of Virginia

Anne Gregory Rutgers University

Abstract. This special issue of *School Psychology Review*, entitled "Closing in on Discipline Disproportionality," examined promising approaches and critical challenges to closing racial and ethnic gaps in schools' use of exclusionary and punitive discipline practices. In this introductory article, we briefly review the rationale and urgency for a focus on disproportionality in discipline and highlight some of the most salient findings from the five empirical studies in this special issue. We identify directions for the field going forward, with particular attention to measurement dilemmas and structural factors that shape differential disciplinary outcomes. Consistent with the National Association of School Psychologists' position statement, we emphasize the need to build the science of discipline disparities intervention through more systematic empirical research. Taken together, these new directions are intended to catalyze scientific rigor in the next generation of evidence-based interventions to close the discipline gap.

Keywords: school discipline, disparities, race, racism, disproportionality, educational inequality

HISTORICAL PERSPECTIVE

- Disproportionate outcomes in exclusionary discipline practices (e.g., office disciplinary referrals, out-ofschool suspensions), especially between Black and White students, has been problematic since the 1970s
- A problem for 40+ years, what leads to such outcomes and why does it continue to exist?
- Especially related to Black students, schools' excessive exclusion is one of the strongest indicators of opportunity inequality in United States public education

HISTORICAL PERSPECTIVE

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- Such outcomes are also related to race/ethnicity, ability status, socioeconomic status, gender, sexual identity, and sexual orientation
- The risk of suspension for Black youth increases exponentially at the intersections of their other identities
- Related to race, sex, and disability status, 33.8% of Black male adolescents identified with disabilities are suspended at least once per year

School Psychology Review 2018, Volume 47, No. 2, pp. 135–152 DOI: 10.17105/SPR-2017-0026.V47-2

Addressing Discipline Disparities for Black Male Students: Linking Malleable Root Causes to Feasible and Effective Practices

> Clayton R. Cook University of Minnesota

Mylien T. Duong University of Washington

Kent McIntosh University of Oregon

Aria E. Fiat Madeline Larson University of Minnesota

Michael D. Pullmann University of Washington

Jenna McGinnis University of Minnesota

Abstract. Longstanding discipline disparities for Black male students are associated with untoward outcomes and necessitate feasible and effective school-based solutions. This study examined the efficacy of GREET–STOP–PROMPT (GSP) as a low-cost, potentially high-yield strategy designed to intervene on putative malleable root causes proximal to teacher–student interactions. GSP relies on three core components to mitigate proximal causes of exclusionary discipline decisions, including: (a) proactive classroom management strategies; (b) a self-regulation technique to mitigate the impact of teacher biases on the response to problem behavior; and (c) reactive strategies to increase empathic, consistent, and appropriate responses to problem behavior. Overall, results from a single case experimental concurrent multiple baseline design across schools indicated that the GSP strategy yielded systematic reductions in risk ratios. More specifically, these results showed that the likelihood of Black male students receiving an office referral was cut by two thirds following implementation of the GSP strategy. In addition, findings from this study indicated that Black male students' self-reported school connections significantly improved from pre- to postintervention. Implications, limitations, and future directions of the results are discussed.

Keywords: Discipline disparities, disproportionality, exclusionary discipline, malleable root cause factors

HISTORICAL PERSPECTIVE

- Whereas Black students are disciplined more harshly for less severe and more subjective misconduct (e.g., dress code violations, defiance, disrespect), White students are disciplined for more objective offenses (e.g., vandalism, truancy)
- Research suggests that cultural differences in assumed expectations and styles of communication, as well as implicit racial, ethnic, cultural, and gender biases, could be contributing to disproportionate exclusionary disciplinary outcomes

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Keywords: Discipline disparities, disproportionality, exclusionary discipline, malleable root cause factors

HISTORICAL PERSPECTIVE

- Disproportionate disciplinary outcomes could be the result of the cultural mismatch between a predominantly White female workforce who may not be familiar with the interaction patterns of Black males, which leads to misinterpreting their behaviors as disrespectful or inappropriate
- When educators lack the knowledge, skills, and self-efficacy to prevent and address perceived problem behavior, there is an increased likelihood that they will rely more on exclusionary discipline practices





REDESIGN

REIMAGINE

Promoting equitable outcomes for students includes establishing systems, processes, and structures that prevent disruption to the greatest extent possible. While all crises can't be anticipated or avoided, an equity framework ensures that socially just practices are infused into all aspects of school operations.

As more and more schools are closing for the remainder of the school year, I continue to think about the lessons that we can learn from this significant event and the opportunities to fundamentally change the manner in which we not only serve students and families, but also prepare for their return.

equity is prevention

WHAT ARE THE JUSTICE IMPLICATIONS FOR ...

PREVENTION

- School psychologists advocate for appropriate instructional methods that meet the needs of all students
 - Includes adopting curricula that reflects the spectrum of human diversity, especially the students and families within our respective schools and communities
- We work to establish and maintain positive school climates that teach and reinforce appropriate behavioral expectations
 - Culturally Responsive Positive Behavioral Intervention and Supports
 - Incorporate student and family participation in all areas of the planning and program implementation



NATIONAL ASSOCIATION OF School Psychologists

Implicit Bias, Part 2— Addressing Disproportionality in Discipline: A Prospective Look at Culturally Responsive Positive Behavior Intervention and Supports

In This Section

The second in a series of articles focused on implicit bias, this iteration seeks to further develop school psychologist practitioners' understanding of implicit bias and how it affects equity in educational settings. Whereas *Implicit Bias: A Foundation for School Psychologists* (National Association of School Psychologists, 2016) provided an overview of implicit bias and how it contributes to disproportionate outcomes in education, the current article will specifically explore the relationship between implicit

V

Proactively teaching specific behavioral expectations and positively reinforcing students for meeting these expectations

PBIS

IMPROVE SCHOOL CLIMATE

- Validate culture and identity
- Culturally Responsive Positive Behavior Interventions and Supports (PBIS)

CURRICULA SHOULD REFLECT LOCAL TRIBAL HISTORY AND CULTURE

- Hawaii (1978): The state Constitution was amended to mandate the promotion of "the study of Hawaiian culture, history, and language" through education programs and community experts
- The Kūpuna Component was formed to reestablish Hawaiian culture, language, and values for public school grades k-6 through the introduction of native speaking Kūpuna

5-POINT INTERVENTION TO ENHANCE EQUITY IN SCHOOL DISCIPLINE

1. EFFECTIVE [AND ENGAGING] ACADEMIC INSTRUCTION TO REDUCE THE ACHIEVEMENT GAP*

Beyond raising awareness about individual-level racial bias in discipline decision-making, we may need to address racial opportunity gaps (e.g., differential access to engaging and motivating instruction), thereby confronting the legacy of unequal access to high-quality schooling experiences.

2. IMPLEMENTATION OF A MTSS FRAMEWORK TO BUILD A FOUNDATION FOR PREVENTION

Proactive instructional approach that includes teaching and modeling of behavioral expectations

Positive student-teacher interactions to build relationships with and connections to students Clear guidelines for office referrals that reduce ambiguity in disciplinary decisions (e.g., defiance, disrespect, and disruption Classroom Consequences

Student Completes a Reflective Form; **Send Home** to be Signed and Submit to Administration

> Has this happened 3 times?

If YES, Then,

Write a Behavioral Referral; Send Student to the Office

Classroom Managed

- Preparedness
- Calling Out
- Classroom Disruptions
- Refusal to Follow Reasonable Request
- Put Downs
- Refusing to Work
- Inappropriate Tone/Attitude
- Electronic Devices
- Inappropriate Comments
- Bullying
- Violating Others' Personal Space
- Homework Issues
- Sleeping in Class
- Possession of Trading Cards

If Behavior Occurs 3 Times in a Short Amount of Time - - Send to

Office

Office Managed

- Chronic Minor Infractions (3)
- Weapons

Discipline Flowchart

- Fighting or Aggressive Physical Contact
- Aggressive Language
- Threats
- Harassment of Students or Teacher
- Use of Tobacco, Alcohol, or Drugs
- Vandalism
- Gambling
- Dress Code (May be Guidance Referral)
- Cheating
- Not w/ Class During Emergency
- Leaving School Grounds
- Offensive Language
- Inappropriate use of Technology (Computers, Cell Phones)

Behavioral Referral; Send Student to the Office

->

Write

Administration Determines Consequences

Administration Administers Consequences



Contact Parents



Are outcomes equitable by race, gender, SES, disability status, sexual orientation, and a host of other relevant factors? OFFIGANCE EQUITY IN SCHOOL DISCIPLINE

- 3. COLLECTING, USING, AND REPORTING OF DISAGGREGATED STUDENT DISCIPLINE DATA Office Referrals, data applications, disproportionality calculators
- 4. PROCESSES FOR DISCIPLINARY EQUITY ACCOUNTABILITY

Coupled with new practices and policies, all staff need to be held accountable to consistently using strategies and approaches that promote positive outcomes for all students

5. RECOGNIZING VULNERABLE DECISION POINTS AND IMPLEMENTING NEUTRALIZING ROUTINES

Fundamentally, disproportionality is not a child behavior problem. It is a teacher behavior problem



INTERVENTION

- Because target behaviors can be symptomatic of a variety of causes, to the greatest extent possible, school psychologists are careful to design and implement interventions that address the root cause of students' difficulties
 - Because aggression can be a byproduct of students' chronic exposure to stressful and unsafe environments, trauma-informed approaches are used rather than punitive consequences
 - When responding to students' mental health challenges, we use curricula and programs that are culturally responsive

WHAT ARE THE JUSTICE IMPLICATIONS FOR ...

IMPLICATIONS FOR POLICY

if it's not good enough for your children, it's not good enough for other people's children.

SOCIAL JUSTICE IS...

- Asking difficult questions and being willing to engage in uncomfortable discussions with our colleagues
 - Uncomfortable discussions will likely expose areas within our schools, school systems, and professional practice that require significant policy changes
 - Are our policies and practices unintentionally contributing to inequitable outcomes for students?

SOCIAL JUSTICE IS...

Being willing to challenge our personal limitations and shortcomings in order to develop into more responsive and effective educators

- To some, social justice may be a fad
 - The next hot topic or buzz word in psychology and education
 - Social justice is a way of thinking and practicing
 - It is a framework that informs the manner in which we conceptualize and approach serving students, families, schools, and communities

if we are genuinely serious about embracing social justice, we must transform our thinking. social justice is not a condiment that is added to a sandwich or dressing that is placed over a salad. it is not something that gives flavor to our work after it's complete, but it is the work itself. social justice is an essential ingredient that is baked into the process of whatever we are preparing for children.









i treat all of my students the same

well-intentioned teachers
Equality



The assumption is that everyone benefits from the same supports. This is equal treatment.

Equity

Everyone gets the supports they need (this is the concept of "affirmative action"), thus producing equity.



All 3 can see the game without supports or accommodations because the cause(s) of the inequity was addressed. The systemic barrier has been removed.



Justice



DIVERSITY = PRESENCE

EQUITY = POWER

inclusion = participation

EQUITY = POWER

DIVERSITY = PRESENCE

inclusion = participation

Today in school psychology...

Diversity, inclusion, and equity are not synonymous. Especially when there seems to be heightened awareness of racism, and people and organizations are talking about doing what is right for marginalized groups, it's important to recognize the central role of institutional culture in sustaining socially just practices to prevent further marginalizing people of color, specifically Black individuals.

First, diversity is representation. For example, people from different races and ethnicities comprise a group. Next, inclusion indicates that beyond their representation, diverse people are empowered to meaningfully participate in an organization. Last, equity is power, and more specifically, shared power. In other words, individuals representing the broad spectrum of diversity are afforded access and opportunity to contribute to decisions that affect systems through significant changes in policy and practice, including the redistribution of financial and human resources.

Although it could be well-intentioned, now should not be the first time that White individuals seek to engage people of color. It would be better to think deeply about how you can shift the organizational culture to not only reflect diversity, inclusion, and equity in mission, vision, and other statements, but in actions, processes, and structures.

inclusion = participation

inclusion must be intentional

Today in school psychology...

Last year, I attended a funeral at the All Dulles Area Muslim Society (ADAMS) Center. Because it was my first time in a mosque, and attending a Muslim service, I didn't know what to do or what to expect. Shortly after I arrived, I saw my friend, Rizwan Jaka, and he made sure that I was included. How? He sat with me. He explained what was happening. He prepared me for what was coming next. Although the environment and traditions were very different than my Protestant upbringing, his sensitivity and attentiveness helped me to feel sincerely welcomed and comfortable. Yes, there were many Black people present; but I was different. And because I was different, Rizwan made sure that I wasn't left alone or made to feel out of place. I went to support my friend but experienced so much more—authentic inclusion through meaningful participation. Regardless of the setting, especially schools with students, families, and staff from a variety of cultural and linguistic backgrounds, let's remember two things. First, everyone from a certain race is not the same. And perhaps most importantly, inclusion must be intentional. Thanks, Rizwan. #itsalwaysaboutthechildren #todayinschoolpsychology

Today in school psychology...

Is inclusion one way to measure how much we value others or are valued by others? In other words, when we don't feel that we're a part of something, or that our absence would be inconsequential, it's logical to question the degree to which we are appreciated.

Additionally, what happens when people don't feel included? Perhaps exclusion is the opposite of inclusion; but the effects of not being included—or in the words of Bellen Woodard, the world's first Crayon Activist, *disincluded* are far more serious. It could feel like rejection, which leads to disengagement. Simply stated, when people show up but feel unseen, they stop showing up. Who wants to be present, yet ignored? To avoid the disappointment and discomfort of being repeatedly overlooked, they stop participating.

Whether in personal relationships, leading people and organizations, or serving children and families, inclusion must be intentional. We won't stumble upon it; we must actively pursue it. Are there people in your school, on your staff, or in your organization who don't participate as much as others? If so, don't just ask yourself, but ask them why. It's possible they don't feel that they can contribute in a meaningful way.

Those whom we fail to include ultimately disengage. And while diversity is necessary, it is not sufficient to fully achieve inclusive environments. Nevertheless, a diverse (broadly defined) team can help to highlight a variety of issues (e.g., blind spots) that must be addressed in order to create and maintain school and organizational cultures that are more than multicultural in their makeup, but truly inclusive in their practices. #itsalwaysaboutthechildren #todayinschoolpsychology Those whom we fail to include ultimately disengage. And while diversity is necessary, it is not sufficient to fully achieve inclusive environments. Nevertheless, a diverse (broadly defined) team can help to highlight a variety of issues (e.g., blind spots) that must be addressed in order to create and maintain school and organizational cultures that are more than multicultural in their makeup, but truly inclusive in their practices. Today in school psychology...

A thought occurred to me yesterday and I wanted to share it with you. As I've mentioned before, inclusion must be intentional. In other words, we won't stumble upon it, but must actively pursue it. When schools adopt an inclusive framework to allow students with disabilities to be a part of the same activities and have the same experiences as their non-disabled peers, a great deal of planning and preparation is required. General education teachers receive students' Individual Education Programs (IEPs) that delineate their unique needs and the interventions and accommodations that are necessary for them to access the learning environment. Sometimes additional staff members are secured in order to support students with specific tasks and classroom teachers with effectively differentiating instruction. In the same manner that we intentionally create systems, structures, policies, and practices to meet the needs of students with differing abilities, let's also ensure that children and families who represent minoritized backgrounds receive the same commitment of time and resources-fiscal and otherwise-so that they can meaningfully participate—are genuinely included—in every aspect of the school community.

#itsalwaysaboutthechildren #todayinschoolpsychology

In the same manner that we intentionally create systems, structures, policies, and practices to meet the needs of students with differing abilities, let's also ensure that children and families who represent minoritized backgrounds receive the same commitment of time and resources—fiscal and otherwise—so that they can meaningfully participate —are genuinely included—in every aspect of the school community.

SOCIAL JUSTICE IS THE MOST RECENT ITERATION TO THE EVER-EVOLVING DISCOURSE ABOUT DIVERSITY, INCLUSION, AND EQUITY



6 PRINCIPLES FOR INFUSING A SOCIAL JUSTICE LENS INTO SCHOOL PSYCHOLOGICAL SERVICES ASSESS CONTEXTUAL VARIABLES TO RULE OUT ALTERNATIVE EXPLANATIONS FOR CHILDREN'S PERFORMANCE

SEEK TO UNDERSTAND THOSE WHOM WE SERVE—THEIR RESPECTIVE HISTORIES AND CURRENT CULTURAL, SOCIAL, POLITICAL, AND ECONOMIC REALITIES

INTENTIONALLY EMPOWER FAMILIES BY ESTABLISHING MEANINGFUL HOME-SCHOOL COLLABORATIVE RELATIONSHIPS

RATHER THAN RELYING ON

INCOMPLETE QUANTITATIVE DATA,

GATHER QUALITATIVE INFORMATION

FROM A VARIETY OF SOURCES

REMAIN AWARE OF OUR PERSONAL BIASES SO THAT THEY DO NOT NEGATIVELY AFFECT STUDENTS

CHALLENGE THE STATUS QUO BY CONTINUALLY REFINING OUR PROFESSIONAL PRACTICE. WHEN NECESSARY, WE CHALLENGE THE PROFESSIONAL PRACTICE OF OUR COLLEAGUES



ASSESS CONTEXTUAL VARIABLES TO RULE OUT **ALTERNATIVE EXPLANATIONS FOR CHILDREN'S** PERFORMANCE

A BRIEF RESEARCH EXAMPLE...

- Mrs. Ramirez teaches algebra at City High School.
- She is interested in whether a sixweek afterschool tutoring program will improve her students' performance on the end-of-year exam in algebra.
- One day, Mrs. Ramirez allowed her class of 20 students to divide themselves into two equal groups.
- In addition to attending regularly scheduled algebra classes during the school day, Group A received 30 minutes of afterschool tutoring each week for six weeks.

- Group B did not receive extra math support but continued to attend regularly scheduled algebra classes during the school day.
- At the end of six weeks, all students were assessed using the end-of-year exam in algebra.
- Somewhat surprisingly, the average score of students in Group B was significantly higher than the average score of those in Group A.

A BRIEF RESEARCH EXAMPLE...

- What is one plausible explanation for the informal study's results?
- There are several alternative explanations that are equally plausible to challenge this interpretation
- What are the implications of not having random assignment to each group?
- Were reasonable attempts taken to ensure that the only difference between the students in Group A and Group B was their participation in the afterschool tutoring program?

INTERNAL VALIDITY

- When evaluating students, school psychologists are seeking to uncover the reasons for their academic difficulty or functional impairment with a high degree of internal validity
- Does the disabling condition—and not other factors—account for why the student is not making progress in the general education curriculum?
- Consistent with Ecological Systems Theory, school psychologists understand that children are products of their interactions with multiple systems

Appreciating the complex interplay among these systems, school psychologists seek to understand how stressors influence students as legitimate possibilities to counter premature within-child deficit models of disability

Before concluding that social, emotional, behavioral, and academic difficulties lie within the student, school psychologists must investigate, interrogate, and exhaust all relevant alternative explanations

BRONFENBRENNER and INTERSECTIONALITY





INTERSECTIONALITY

The simultaneous • experience of social categories such as race, gender, SES, and sexual orientation and the ways in which these categories interact to create systems of oppression, domination, and discrimination

What does intersectionality look like?

An individual who identifies as a member of multiple historically marginalized groups



Joey is a White youth with a learning disAbility who is eligible for free and reduced lunch services due to a family income below the poverty line. Ameera is a Muslim youth of refuge status who identifies as gay.





"Work from home and submit your assignments online" Home:









SOCIAL EMOTIONAL RNiNg



6 Minute SEL is a resource to help boost core SEL skills.

It contains 150 ready-made lessons. Each lesson only takes 6 minutes and can be used as prompts during restorative circles, as warm-up activities for whole group or small groups, or as a think-pair-share activity - the options are limitless!



\leftarrow	SEL Video Lessons		<
	Videos	Tags	Info





What Does Hope Mean To You?

SOCIAL EMOTIONAL LEARNING - KEY TO ...



SOCIAL EMOTIONAL LEARNING VIDEO ...



SOCIAL EMOTIONAL LEARNING - SOCIAL ...



SOCIAL EMOTIONAL LEARNING VIDEO ...

WHAT IS SOCIAL





EMOTIONAL LEARNING ...



www.lessonsforSEL.com

concluding that childrens' difficulties lie within themselves should be a matter of last resort and absolute necessity—having exhausted all other reasonable explanations.

AN ANALOGY FROM THE JUSTICE SYSTEM





AN ANALOGY FROM THE JUSTICE SYSTEM





AN ANALOGY FROM THE JUSTICE SYSTEM

- In some ways, school psychologists are attorneys prosecuting cases
- As the United States justice system presumes that individuals are innocent until proven guilty, principles of research design assert that there is no difference between groups
 - Null Hypothesis

When evaluating students, in the absence of substantial evidence, school psychologists assume that children are not significantly different from their peers

- Using a systematic assessment process, school psychologists accept the null hypothesis until they have gathered enough evidence to reject it
- Such evidence should also be beyond a reasonable doubt
- How plausible is it that other/exclusionary factors are primarily responsible for the child's presentation in school?

CHALLENGE THE STATUS QUO BY CONTINUALLY REFINING OUR PROFESSIONAL PRACTICE—WHEN NECESSARY, WE CHALLENGE THE PROFESSIONAL PRACTICE OF OUR COLLEAGUES.

In education, as in life, the problem with making mistakes is not the mistake in and of itself. Rather, it's refusing to grow beyond these missteps to do better after knowing better.

- Most practitioners are doing their best based on their training and experience
- Professional growth is the result of critically examining the methods that unintentionally contribute to less equitable outcomes for students

NOT HOLDING OUR COLLEAGUES AND POLICYMAKERS ACCOUNTABLE FOR SIMPLY TALKING ABOUT SOCIAL JUSTICE WITHOUT DEMONSTRATING THEIR COMMITMENT TO SOCIAL JUSTICE

RTI THAT IS NOT FIRST COMMITTED TO EFFECTIVE TIER 1 INSTRUCTION

ONE SIZE FITS ALL PBIS PROGRAMMING THAT IGNORES CULTURE

THE WORD GAP

AN OVERRELIANCE ON COGNITIVE ABILITY TESTS THAT ACTUALLY MEASURE ACHIEVEMENT, ATTAINMENT, AND EXPOSURE TO CULTURAL CONSTRUCTS

DISRUPTING + DISMANTLING

CURSORY CONSIDERATION OF EXCLUSIONARY FACTORS

ZERO TOLERANCE DISCIPLINE POLICES

DIVERSITY AND INCLUSION AS ALTERNATIVES TO SOCIAL JUSTICE AND EQUITY GRIT, ACHIEVEMENT GAP, AND GROWTH MINDSET AS EXPLANATIONS FOR STUDENT'S DIFFICULITES IN THE ABSENCE OF IMPLEMENTING EFFECTIVE POLICIES AND PRATICES THAT PROMOTE EQUITBALE OPPORTUNITIES FOR ALL STUDENTS IN SCHOOLS AND COMMUNITIES

REPLACEMENT BEHAVIOR

So as we're interrupting and interrogating, decolonizing, and disrupting and dismantling ineffective policies, let's be sure to replace them with socially just practices that ultimately lead to equitable outcomes.













Hi Staff,

PLEASE let me know if you see a 8th grade student listed below with an personal item of mine. I used it today to hold down some papers while the fan was blowing and it was missing when they left class.

I would like to talk with the student and issue a punishment that will serve as a reminder to not take things that are not theirs.

Please keep an eye out for it. THANKS

Here is the list of students that may have it...

First, I have thought about sending this message for a few days. After much consideration, I feel strongly that an all-staff reply is necessary given that the original message was sent to all staff. Second, my intent in sharing this message is completely grounded in my concern for children and the manner in which we serve them as professionals. Rather than engaging in a series of reply all messages, feel free to email me if you would like to discuss further.

The level of exposure in your response must be commensurate with the level of exposure in the offensive statement

This year marks the beginning of my 5th year at ABC Middle School. However, I have served every school in COMMUNITY, with the exception of DEF ES, over the past 10 years. Having said that, like many of you, I love the children and families of this community. Like some of you, I've seen them grow up: from Head Start, STEP, elementary and middle school, to completing high school.

When I read, and re-read the message from Ms. TEACHER, while I think that I understand her intentions, I was concerned about its subtle message. Importantly, I am NOT accusing Ms. TEACHER of having any ill feelings toward her students. However, I want to highlight how our actions, mine included, can unintentionally do more harm than good.

Identify what you are doing: clearly highlighting what was problematic without attacking the individual by keeping the focus on children and families

> My short note is not meant to judge anyone, but rather to encourage us to carefully consider how our actions, albeit unintended, could be hurtful and harmful to the students and families we serve. In this instance, there could have been a better and more respectful way to communicate the importance of honesty and integrity without unnecessarily exposing an entire group of students to the suspicion of wrongdoing.

Further, how would these students and their parents feel about such a message? And quite importantly, all, or certainly most of these students come from ethnic backgrounds in which others in the larger society already assume more negative things about them than they deserve. Taken together, I was saddened and disappointed to read the message. Coming from someone in their school, it felt like we were reinforcing the systemic challenges and biases that they face beyond the walls of our school every day.

While I was not in her classroom, the email seemed to be somewhat accusatory of these young people. Further, providing their names for all staff to see felt like each of them were assumed *suspects* and potentially guilty of stealing. This makes me very uncomfortable for many reasons. Because many of us are parents, how would we feel if our children's names were on such a list for the entire staff to see?

As you are teaching, to the greatest extent possible, use we statements

Clearly articulate what was wrong with the statement and why it was wrong... I hope that this message is received in the spirit in which it is intended. I enjoy serving you as we serve the students and families of COMMUNITY.

Best for the remainder of the weekend.

Say what you mean without saying it mean: relationships matter

OCTOBER 2019

We have a Somali student with high functioning autism in 7th grade. He regularly steals candy and tickets for candy from teachers rooms. We try to keep our doors locked when we are not in the room; however he finds times and ways to steal candy despite our efforts. He's had specific skill instruction about stealing and he's has his "candy" privileges taken away in the past. We don't have the luxury of a 1:1 aid for him so we are at a loss of what to do. There will be much more serious consequences as an adult if he continues to steal so we have to put a stop to it now! Suggestions? Thanks

Thanks for your message. Although I may not answer your specific question, I wanted to take this opportunity to highlight a few things, hopefully for your benefit as well as others who may be reading this thread. I also thought about responding to you privately, but felt that it was important to share my response more publicly.

Don't assume that everyone knows as much as you may know about issues of justice and equity. Some of our colleagues are not illintentioned, but legitimately do not know.

First, I am very concerned that you referenced the child's race/ethnicity. After reading your post twice, I am not sure that being Somali is relevant to the target behavior of stealing or being a student with High Functioning Autism. I could be overlooking something, but is there a reason why you included this information? For example, I substituted White for Somali and didn't feel that there was anything lost, or gained, from this information. Relatedly, I couldn't help but wonder if the student was White if his race/ethnicity would have been specifically mentioned.

Towards the end of your post, you also included these words: *There will be much more serious consequences as an adult if he continues to steal so we have to put a stop to it now!* This statement, and the perceived emotion attached to it by ending with an exclamation point, coupled with highlighting his minoritized status in the first sentence of your post, shows how we (as a people/society) can become conditioned to associate minoritized individuals with inappropriate/illegal behavior.

As professionals, and as a profession, we have to be very careful about perpetuating negative stereotypes of children, especially those from minoritized backgrounds. Although I am not suggesting that this was your intent, the potential impact of your post is nonetheless significant. This, in my opinion, is an example of implicit or unconscious bias at work. Albeit subtle, the cumulative effect on children and families can be devastating.

Rather than assuming an accusatory tone, ask questions and give the other person a chance to clarify something that you may have overlooked.

Try to point individuals to resources to support their learning, growth, and development

> I encourage you, and others, to read and view the resources at the link below. I think that they can be very helpful as we grow as individuals and in our service to children, families, schools, and communities.

Although I can appreciate your question, I also wanted to highlight the fact that sometimes we (school psychologists) engage in practices/ make decisions that are not altogether helpful/beneficial for our students and families. We're all learning and growing and I hope that this note is received in the spirit in which it is intended.

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

> Encourage people to grow beyond where they are at the present moment
Happy to chat more about this WITH YOU (Or anyone).

Because helping people grow is a process, make yourself available for further discussion

RATHER THAN RELYING ON INCOMPLETE QUANTITATIVE DATA, GATHER QUALITATIVE INFORMATION FROM A VARIETY OF SOURCES



- We should not rely on quantitative information to inform our impressions and subsequent decisions
- Behavior rating scale data about children's functioning across home and school settings is only one element of a larger assessment paradigm
- Because these instruments are subjective appraisals of children's functioning, practitioners should corroborate quantitative data with other methods
- What is learned through face-to-face interactions often cannot be captured through behavior rating scales or standardized assessments

REMAIN AWARE OF OUR PERSONAL BIASES SO THAT THEY DO NOT **NEGATIVELY AFFECT STUDENTS**



NASP AND SOCIAL JUSTICE



Home > Resources & Publications > Resources > Diversity

Social Justice

In This Section

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 Understanding Race and Privilege

SP4SJ Podcast and Google Hangout Series External Social Justice Resources Social Justice Lesson

Plans

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 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 nondiscriminatory 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.

SP4SJ Podcast and Google Hangout Series External Social Justice

Resources Social Justice Lesson

Intersectionality and School Psychology: Implications for Practice



Latest Resources

Stay informed with these new handouts, discussion guides, podcasts, and more to advance social justice in your school and community, and participate in the national #SP4SJ dialogue on social media.

#SP4SJ Podcast

Lesson Plans

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.



Resources on Understanding Bias and Privilege

Implicit Bias



Race and Privilege

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.

Social Justice and the NASP Practice Model

NASP recently created infographics to introduce key issues to stakeholders and advocate for the work of school psychologists. This infographic shows key points about social justice as it relates to

infographic shows key points about social justice as it relates to children and youth, the role of school psychologists in changing these statistics, and the NASP Practice Model domains

Download .PDF

represented by this work.

PERSONAL AND PROFESSIONAL GROWTH

- Although educators are committed to serving children, families, schools, and communities, we also have our own personal histories with racism, prejudice, discrimination, inequity, and systems of power and privilege that affect how we view the world
- We must allow ourselves the opportunity to wrestle with these constructs, first as individuals, before seeking to positively influence the lives of children

SEEK TO UNDERSTAND THOSE WHOM WE SERVE—THEIR RESPECTIVE HISTORIES AND CURRENT CULTURAL, SOCIAL, POLITICAL, AND ECONOMIC REALITIES



PERSPECTIVES

Police, Equity, and Child Health

Rhea W. Boyd, MD,^a Angela M. Ellison, MD, MSc,^b Ivor B. Horn, MD, MPH^o

From Oakland and Ferguson, to Cleveland and Baltimore, cities across the country mourn young African-Americans whose tragic deaths, following contentious encounters with police, illustrate the violent exchange that can erupt between law enforcement and people of color. Because police are vital pillars of community safety, these events raise important questions about how they influence the life course of children of color.

Despite public concern for how police impact black lives, few publications in the medical literature contextualize police behavior within a clinical framework. Those that do, rarely explore the extent to which police treatment functions as a social determinant of health, with unique implications for children 1 These implications provide pediatricians an

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DATA...

EXPOSURE TO RACIAL PROFILING

- Among young men who report frequent encounters with police, symptoms of anxiety and trauma are more common
- Individuals who are repeatedly, incorrectly deemed suspicious, and subsequently questioned or searched, although not arrested, may harbor stress as a result of those encounters
- The cumulative impact may lead to adverse adult health outcomes

EXPOSURE TO POLICE VIOLENCE

 In youth, witnessed violence culminates in symptoms of PTSD, substance abuse, depression, poor self-rated health, attentional impairment, poor school performance, and school suspensions and expulsions

EXPOSURE TO CAREGIVER ENCOUNTERS WITH POLICE

When caregivers are incarcerated, injured, or killed as a result of a police encounter, it is traumatic to witness, and in the aftermath, the family and community must function without that caregiver's social and economic support





Jacob Blake moved to Kenosha, where he was shot 7 times in the back by police, because 'it was safer,' according to his uncle

Bill Bostock, Yelena Dzhanova, and Mia Jankowicz

Aug 25, 2020, 6:13 AM





Protesters march during a demonstration against police brutality and racism on August 24, 2020 in Minneapolis, Minnesota. KEREM YUCEL/AFP via Getty Contemporary School Psychology https://doi.org/10.1007/s40688-020-00317-6

Preparation of School Psychologists to Support Black Students Exposed to Police Violence: Insight and Guidance for Critical Training Areas

Sherrie L. Proctor¹^(a) • Kathrynne Ll² • Natasha Chait² • Courtney Owens¹ • Sehrish Gulfaraz¹ • Elizabeth Sang¹ • Gardiana Prosper¹ • Dunni Ogundiran¹

C California Association of School Psychologists 2020

Abstract

The extrajudicial killing of Black people, particularly unarmed Black boys and men, at the hands of police is one of the most pressing social and racial justice issues in the USA. The awareness of, and indirect exposure to, police killings of Black people has a detrimental impact on the academic achievement, school attendance, mental health, and social development of Black children and youth. Despite this, there has been silence from the school psychology profession regarding police violence against Black people and ways to provide school-based support to Black children and youth who are exposed to such violence. Thus, the purpose of this study was to explore school psychology students' and school psychology is knowledge about police violence against Black people, their experiences with graduate education preparation for providing professional support to Black students who are exposed to police violence against Black people, their experiences with graduate education preparation for providing professional support to Black students who are exposed to police violence against Black people from multiple sources, including personal and professional experiences; few discussed police violence or Black Lives Matter specifically in their programs; none had specific training to support Black students exposed to police violence against Black people; and most recommended programs improve multicultural training.

Keywords Black · School psychologists · Students · Training · Police violence

The history of Black people in America is one steeped in both trauma and remarkable resilience. Systemic racism and discrimination, disenfranchisement, and devaluing of Black lives by the US institutions and practices such as slavery, racial terror lynchings, and Jim Crow laws have resulted in racebased trauma (i.e., the psychological impact of nece based oppression) that has impacted generations of Black Americans (Bryant-Davis et al. 2017; Hargons et al. 2017; Although there is historical evidence of police harming Black people dating back to slavery, currently the extrajudicial killing of Black people, particularly unarmed Black boys and men, at the hands of police is one of the most pressing social and racial justice issues in the USA (Alang et al. 2017; 2018).

Hargons et al. 2017). Black people are disproportionately victimized by police violence, or police brutality, defined as "a form of unwaranted physical violence perpetrated by an individual or group symbolically representing a government sanctioned, law enforcement agency as opposed to an individual perpetrator who only represents themselves" (Bryant-Davis et al. 2017, p. 853). Recent data document that Black Americans are three times more likely than White Americans to be killed by police, and that they are five times more likely to be killed unarmed (Bor et al. 2018). While Black Americans represent only 13% of the US population, they are 40% of people killed by the police nationwide (Bor et al. 2018).

Police violence that takes place in Black communities can lead to community members experiencing fear, anger, anxiety, and depression (Bryant-Davis et al. 2017), as well as hypervigilance, avoidance, and disassociation (Lipscomb et al. 2019). There is also evidence that negative mental health consequences of police violence against Black people extend to Black people who live outside of the immediate communi-

Check for

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² New York City Department of Education, New York City, NY, USA ties where such violence has taken place (Bor et al. 2018;

ACKNOWLEDGE THE REALITY OF Systemic oppression

CHALLENGE THE SYSTEM

CHALLENGE THE SYSTEM

- Coupled with serving an increasingly diverse student body are myriad issues facing children, families, and schools in their respective communities
- As a result, at times we must make political statements on behalf of children
- Political statements resist systems of power, privilege, and in many cases, oppression by challenging structures, policies, and practices that have negative effects on children

CHALLENGE THE SYSTEM

CHALLENGE THE SYSTEM

- Whether comfortable or not, it is the nature of the world in which we live and what we are called to do as practitioners who are committed to social justice
- Ignoring the larger social, cultural, and political contexts that affect children's lives is irresponsible
- By broadening our perspective and adopting a whole-child paradigm, educators who are committed to social justice remain actively curious about young people and their histories to develop their knowledge and understanding of unfamiliar issues

MANT TO DO SURVI **ABOLITIONIST TEACHING AND THE** PURSUIT OF EDUCATIONAL FREEDOM BETTINA L.

Teachers who disregard the impact of racism on Black children's schooling experiences, resources, communities, and parent interactions will do harm to children of color.

while necessary, culturally responsive prevention, intervention, pedagogy, and assessment practices are not sufficient to fully accomplish justice for students, families, schools, and communities

there is no justice without challenging and demanding comprehensive systems change

there is no justice without critiquing the origins of injustice



INTENTIONALLY EMPOWER FAMILIES BY **ESTABLISHING MEANINGFUL HOME-SCHOOL COLLABORATIVE RELATIONSHIPS**

INTENTIONALLY AND CONSISTENTLY ENGAGE THE MOST MARGINALIZED GROUPS AS PARTNERS FOR LASTING CHANGE

knowledge is power

access to information is key

KNOWLEDGE IS POWER

- Because knowledge is power, the more parents know about their children's schools and the educational system, the more prepared they are to support their academic success
- Educators equip families with the necessary information to make the most informed decisions for their children
- Schools share power—especially decision-making power—and do not unfairly influence families' thinking

We support our school communities in establishing a culture that is flexible enough to meet families' needs

- When are meetings scheduled?
- Are interpreters present for meetings?
- Is relevant information provided to parents in their native language?

CHALLENGE SYSTEMS THAT REINFORCE INEQUITIES FOR MARGINALIZÉD GROUPS



And whenever there is inequity, there is always a justice implication.

- When we adequately address systemic injustice, in turn, we will effectively decrease inequities
- Although this takes time, we can commit to changing the manner in which we practice in order to improve outcomes for our students
- By personally growing in our understanding of what social justice is, critiquing and challenging systems that lead to harmful practices and adverse outcomes for children, and incorporating a social justice lens into our service to students, families, schools, and communities, everyone has a part to play in advocating for the well-being of all children



what are the barriers to socially just practices that ultimately lead to equitable outcomes for children, families, schools, and communities?

LIEM and Actionable Opportunities for School Psychologists: The Year in Review (Barrett & Guttman-Lapin, 2020)

Having been internally convicted by the necessity of social justice, school psychologists grow in their urgent commitment to social justice; both of which are demonstrated by significant changes in their thoughts, words, and actions.

As much as this series provided historical and contemporary perspectives on LIEM and social justice, more importantly, it was a call to action for both personal and collective transformation. It was a challenge to make those of us who may be comfortable with the status quo in school psychology uncomfortable to the point of actively working toward a long-term paradigm shift in how we think about those whom we serve as well as our professional practice.

Said another way, inequities remain not because school psychologists do not possess the cognitive capacity to understand what equity is or why it is important; inequities persist because in some ways we have not fundamentally changed how we think, which leads to what we think, and ultimately to what we do for students and families.

More than delineating how the intersection of LIEM and social justice is significant to the equitable practice of school psychology, this series challenged school psychologists to take actionable steps to ensure that students, families, schools, and communities are served in socially just ways. But while action is necessary, it is not sufficient. This is to say that at the heart of social justice is conviction that leads to commitment and ultimately change. And not only do we change how we think, we also change the manner in which we engage in all aspects of the profession —research, practice, and policy.

As school psychology continues to wrestle with longstanding inequities as evidenced by disproportionality in disability identification, gifted eligibility, and exclusionary discipline practices, it must engage in critical self-reflection and ask why these disparate outcomes persist (Parris, Sabnis, et al., 2019). Through the lens of social justice, it is worth acknowledging that equity is not a cognitively complex phenomenon. In its simplest terms, equity is providing people with what they need so that they can make progress. If anything is complicated, it is disrupting and dismantling systemic structures that marginalize certain groups.

Today in school psychology...

saw this image in the recent past and it seems appropriate to share it again. Although I appreciate that everyone is wrestling with what they can do to actively support racial justice, especially for Black people, I wanted to highlight a few things. First, disrupting and interrupting systemic racism that's been perpetuated and reinforced for 400+ years in America requires work. More importantly, this work is not easy. In many ways the books, articles, podcasts, websites, movies, and other resources that are being compiled; the protests and demonstrations that are occurring; and painting Black Lives Matter on the streets of numerous cities is just the beginning. And while necessary, these actions are not sufficient. Systemic racism will only be eradicated from the structures and processes in which it has been allowed to fester and prosper when individuals in positions of power and privilege engage in the everyday, uncomfortable, and uneasy work to dismantle it. Consistently calling attention to racist behaviors, comments, policies, and practices is the only way to hold individuals and systems accountable for eradicating racial injustice. To those who are engaged in this difficult work, keep fighting the good fight that's worth fighting. Let's not get distracted with the flashing lights of what looks like progress at the expense of real justice and equity.



"Actually, we're just getting started."





REDESIGN

REIMAGINE



Today in School Psychology

this is why a day without direct contact with students is wasted

charles a. barrett

it's ALWAYS ABOUT THE charles a. barrett

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