



# NASP Update 2022-2023

Radical Hope, Authentic Healing  
Helping Children Thrive  
#ItsWhatWeDo

# NASP Strategic Goals 2022-2027

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**Workforce Shortage Solutions**



**Expanding implementation of the  
NASP Practice Model**



**Advancing social justice for  
all children and youth and within the  
profession of school psychology**

# Social Justice

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School psychologists have the self-awareness and critical consciousness to engage in and advocate for socially just practices that protect the right of every student to receive high-quality educational access, opportunities, and experiences



# Social Justice and Equity

#SP4SJ

## Social Justice

### In This Section

Social Justice Definitions

Supporting Asian, Asian American, and Pacific Islander Graduate Students: Tips for Graduate Educators and Students

Supporting Asian, Asian American, and Pacific Islander Students and Families: Tips for Educators in K–12 Settings

NASP Antiracism Town Hall

NASP Guidance for Ensuring Student Well-Being in the Context of the 2020 Election

The Importance of Addressing Equity, Diversity, and Inclusion in Schools: Dispelling Myths About Critical Race Theory

Implicit Bias: A Foundation for School Psychologists

Equity, Diversity, and Inclusion (EDI) Podcast Series

SP4SJ Podcast and Google Hangout Series

External Social Justice

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. Front and center is the need to address in a meaningful way the issues of race, privilege, prejudice, and power. NASP has developed or identified these resources to help schools and families engage in constructive dialogue and work together to bring about positive change and unity to our communities. We will be adding to these resources over time.

Social justice is both a process and a goal that requires action. School psychologists work to ensure the protection of the educational rights, opportunities, and well-being of all children, especially those whose voices have been muted, identities obscured, or needs ignored. Social justice requires promoting 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. - (Adopted by the NASP Board of Directors, April 2017).

### 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.

Critical Race Theory

Fostering Dialogue

EDI Podcast Series

### Featured Resource



2022-2023 National Book Read

### Related Resources

NASP Antiracism Town Hall (Video) (Members Only)

School Psychology Unified Anti-Racism Statement and Call to Action (PDF)

Supporting Asian, Asian American, and Pacific Islander Students and Families: Tips for Educators in K-12 Settings


[www.nasponline.org/social-justice](http://www.nasponline.org/social-justice)



# Workforce Shortage Solutions

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There is a high-quality and diverse school psychology workforce that meets the critical demand for school psychological services.

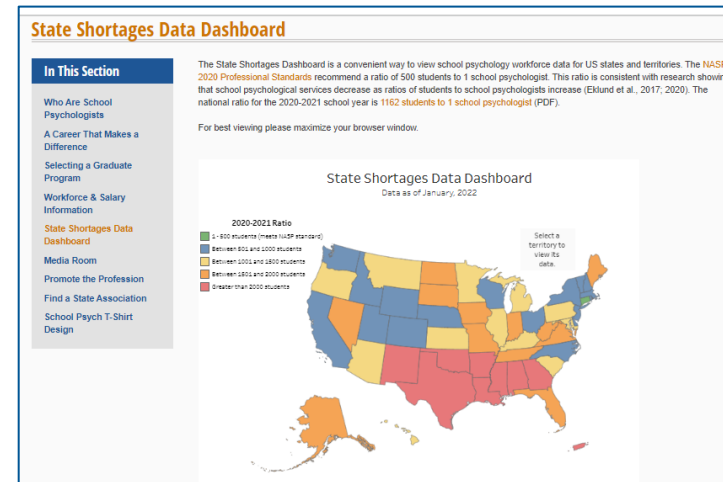


# Workforce Shortage Solutions

## Tools:

- Shortages Resource Guide
- Advocacy tips/key messages
- Ratios dashboard
- Model legislation

The screenshot shows the NASP website's 'Shortages in School Psychology Resource Guide' page. The page features a navigation menu with categories like 'About School Psychology', 'Resources & Publications', 'Professional Development', 'Standards & Certification', 'Research & Policy', and 'Membership & Community'. The main content area includes a sidebar with 'In This Section' (Recruitment, Retention Strategies, References), a central image of a group of people in a meeting, and a 'Model Legislation' section with text about reviewing and utilizing model legislation for states to address shortages. A 'Model Legislation to help recruit and retain school psychologists (DOCC)' is also mentioned. The page footer includes an 'Exposure Project' link.



<https://www.nasponline.org/shortages>

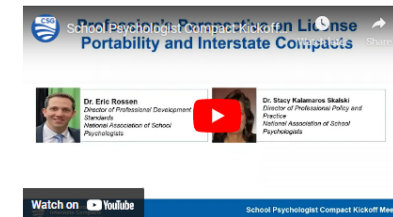
# New Interstate Compact

- Enables professionals in good standing to practice in *all* states that join the compact; can include virtual services
- Federal grant provides NASP assistance in developing state model legislation
- Individual states must adopt the legislation to join compact
- State level advocacy will be required



## About

The Council of State Governments (CSG) is partnering with the Department of Defense (DoD) and the National Association of School Psychologists (NASP) to support the mobility of licensed school psychologists through the development of a new interstate compact. This additional licensing pathway will facilitate multistate practice among member states and reduce the barriers to license portability.



## Frequently Asked Questions

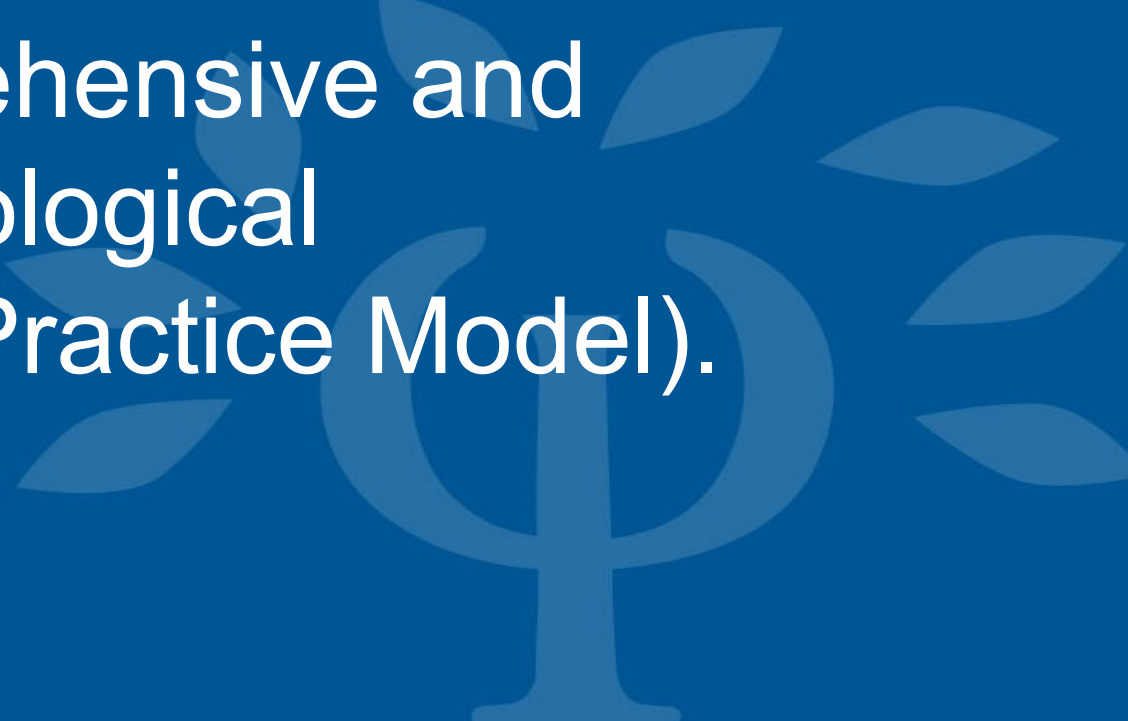
— What is an interstate compact?

<https://compacts.csg.org/compact-updates/the-interstate-compact-for-school-psychologists/>

# NASP Practice Model

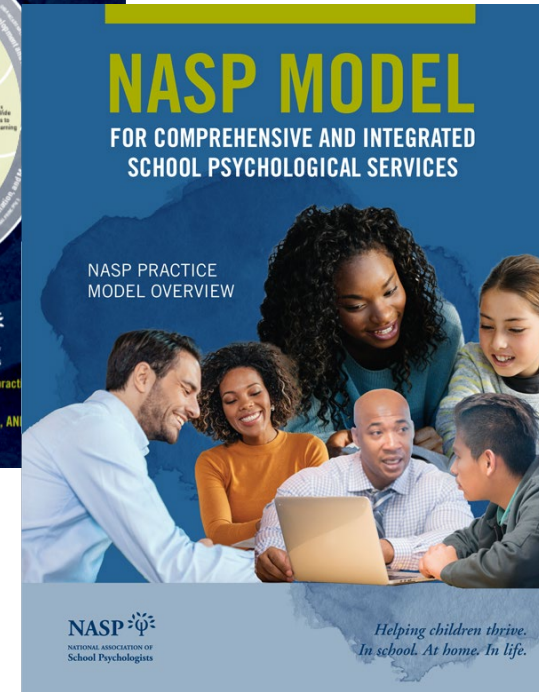
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School psychologists and school systems implement the NASP Model for Comprehensive and Integrated Psychological Services (NASP Practice Model).



# NASP Practice Model Resources

- Implementation Guide
- Advocacy tools and key messages
- Promotional resources
- Overview webinars
- Grad ed guidance for integrating the model into practicum and internship
- State association supports
- ESPS program



[www.nasponline.org/standards/practice-model/](http://www.nasponline.org/standards/practice-model/)



# Excellence in School Psychological Services (ESPS) Recognition Program



- Structured self-evaluation tool
- Method to facilitate change
- Mechanism to raise the profile of school psychologists
- Tool to advocate for more effective organizational structures and supports
- Incentive benefits
- Formal, public recognition
- 4 levels of recognition to highlight improvement

[www.nasponline.org/standards/practice-model/](http://www.nasponline.org/standards/practice-model/)

# NASP Advocacy Voice

## Developing useful member resources

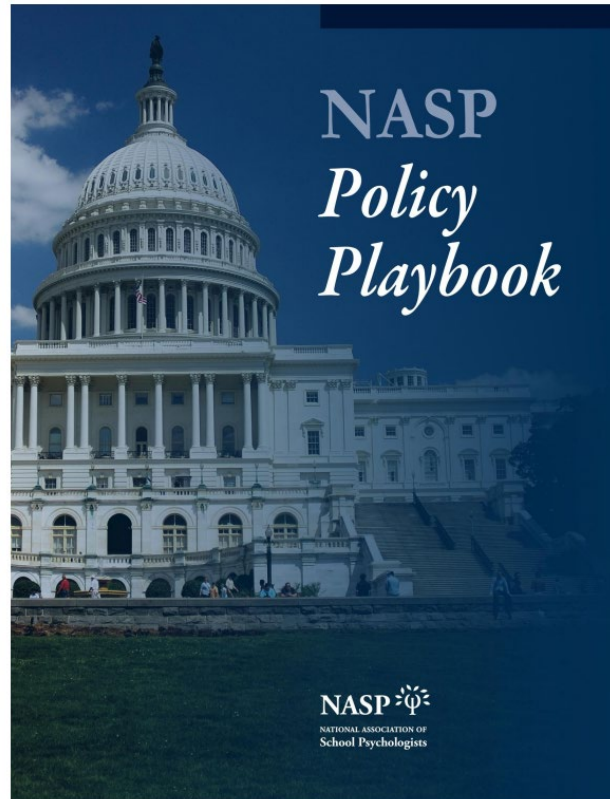
#NASPadvocates


### Advocacy Action Center



**Make your voice heard.** NASP's Advocacy Action Center is a one-stop shop for you to advocate on the policy issues that matter to school psychologists by writing or calling your congressional representatives.

**Take Action**



NASP   
NATIONAL ASSOCIATION OF  
School Psychologists

### Policy Platform

#### Federal Public Policy and Legislative Platform

The vision of the National Association of School Psychologists (NASP) is that all children and youth access the learning, behavior, and mental health support needed to thrive in school, at home, and throughout life. NASP promotes equitable access to a high-quality public education for all students, regardless of race, class, culture, language, gender, gender identity, gender expression, religion, sexual orientation, nationality, citizenship, ability, and other dimensions of difference. Furthermore, NASP is dedicated to ensuring that all children have positive, safe, supportive, welcoming, and inclusive environments that promote learning and are free of bullying, harassment, discrimination, and violence in order to support student learning and well-being. NASP affirms that all students are entitled to, and deserving of, an education that affirms and validates the diversity of their cultural and individual differences, fosters resilience, and facilitates well-being and positive academic and mental health outcomes. It is only possible to serve all students when every policy, procedure, system, and structure ensures equity and fairness.

Critical to this effort is ensuring adequate and equitable access to school psychologists and culturally responsive, comprehensive school psychological services, including consultation and collaboration with families, teachers, and administrators to facilitate student learning, development and delivery of prevention, wellness promotion, and interventions and supports to promote students' academic achievement, social-emotional learning, and mental and behavioral health; school-wide practices that reinforce a safe and supportive learning environment; and crisis prevention, intervention, and response.

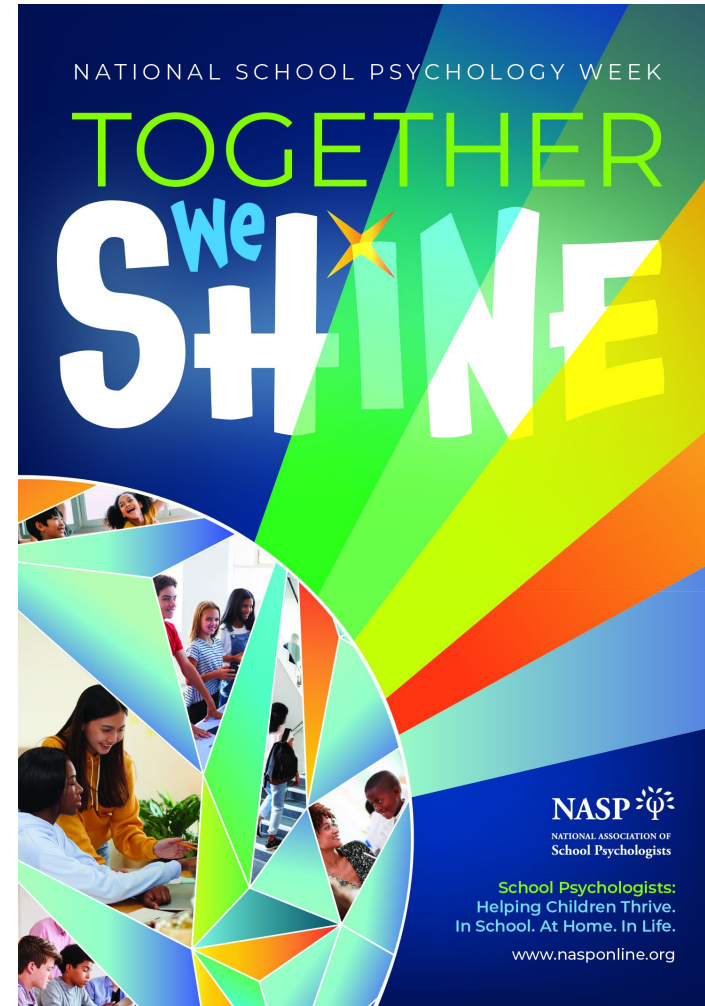
This Federal Public Policy and Legislative Platform represents overarching policy goals and recommendations that support the mission and vision of NASP. It promotes the guiding principles articulated in *Ready to Learn, Empowered to Teach*, and in NASP's position statements and resolutions. Furthermore, this platform outlines policy objectives designed to help advance NASP's strategic goals<sup>1</sup>. NASP commits to working with Congress to engage in appropriate oversight of the implementation of the Every Student Succeeds Act (ESSA) and the Individuals with Disabilities in Education Act (IDEA) and to ensure maximum federal investments in Title I, II, and IV of the ESSA; full funding of IDEA; and other grants and programs (some of which are explicitly included in this document) necessary for achieving our policy priorities. This document will be periodically updated to reflect new policy positions of the organization or emerging issues affecting school psychologists and the students they serve. Further, NASP commits to working to protect the civil rights of all students, including the rights articulated in IDEA and the Civil Rights Act of 1964. Although this platform is specific to federal policy, state school psychology associations are encouraged to adapt these priorities to fit the specific advocacy and policy goals of their states and local districts.

<sup>1</sup> NASP's strategic plan, adopted by the Leadership Assembly on September 16, 2017, is available at <https://www.nasponline.org/s41409.xml>

<https://www.nasponline.org/research-and-policy>

# National School Psychology Week

- **November 7-11, 2022**
- Theme: “*Together We Shine.*”
  - Adaptable resources and activities to do with staff and students
  - Virtual Hill Day
  - Gratitude Works Program
  - Possibilities in Action Partners colleague recognition program
  - Student POWER Award recognition program



[www.nasponline.org/nspw](http://www.nasponline.org/nspw)



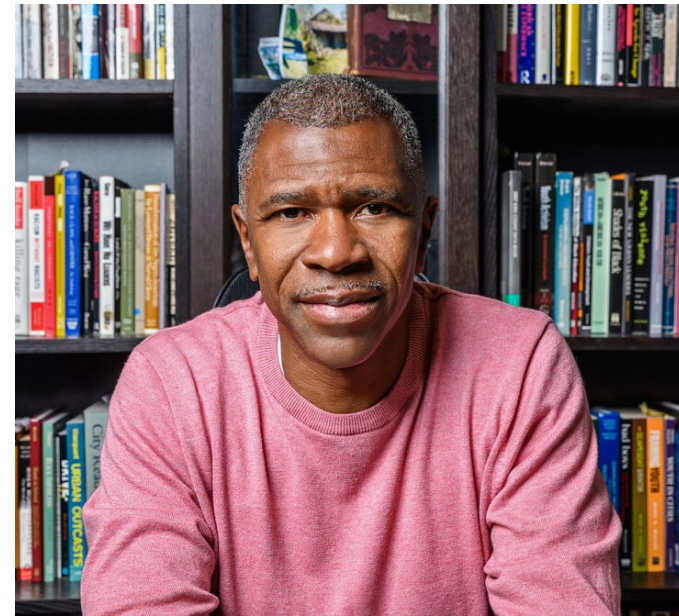
# NASP 2023 Convention

## Mile-High in Denver



[www.nasponline.org/conventions](http://www.nasponline.org/conventions)

**Keynote Speaker**  
**Shawn Ginwright**



**Follow #NASP2023**

# Resources to Support Service Delivery

## Resources & Podcasts

### In This Section

- COVID-19 Resource Center
- Mental & Behavioral Health
- School Safety and Crisis
- Special Education
- Diversity & Social Justice
- School Psychology
- Early Childhood



Access resources from NASP's collection of research, podcasts, handouts, articles, and guidance on topics related to students, schools, and the profession of school psychology.

### Search by Topic

Search

## Mental & Behavioral Health

### Comprehensive School-Based Mental and Behavioral Health Services and School Psychologists

Share this resource with key stakeholders to convey the breadth of your skills at all tiers and the importance of improving staffing ratios.

### How Caregivers Can Foster Resiliency

(PDF)

## School Safety & Crisis

### Systems-Level Prevention

These resources were created to help schools and districts implement comprehensive and culturally competent school safety and climate policies.

### School Violence Resources

These resources were developed to help educators and administrators support students and families cope with bullying and school violence.

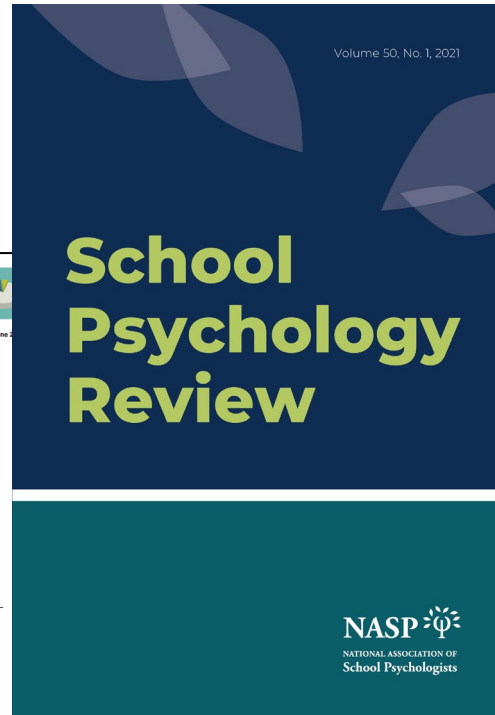
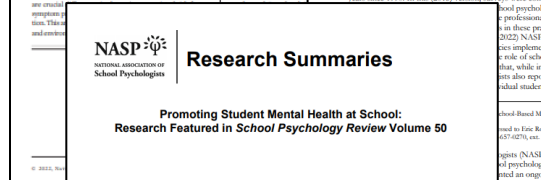
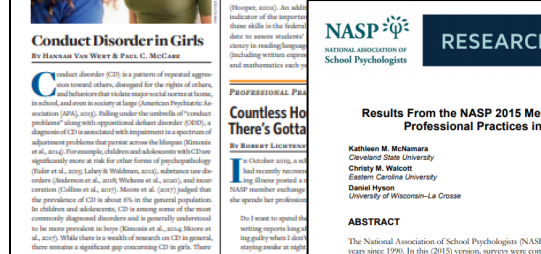
## Special Education

### SLD Eligibility - Policy and Practice Recommendations

This page highlights school-level practices and policy considerations for states and school districts to encourage selective use of data from cognitive assessments in the evaluation for special education due to a suspected specific learning disability.



# NASP Periodicals: Research to Practice



← All Online

- Online early access to key articles
- Special topic issues (e.g., mental health, school safety, social justice)
- Access to 2 additional journals

@schoolpsychreview

Access complete issues online at [www.nasponline.org/resources-and-publications](http://www.nasponline.org/resources-and-publications)

# NASP Member Benefits



“...being a NASP member gives me unique opportunities that directly relate to school psychology that I can't find anywhere else!”

— Alexandria, Graduate Student, MN

[www.nasponline.org/join](http://www.nasponline.org/join)

- **Connect** in the NASP Community
- **Save** through discounts
- **Build** your skill set through resources
- **Engage** through



@nasponline

#NASPAAdvocates





Thank you,  
NASP Members!

**Join or Renew  
Today!**

[www.nasponline.org/join](http://www.nasponline.org/join)



# Reimagining School Psychologists as Healers

Celeste M. Malone, PhD, MS

Texas Association of School Psychologists –  
Annual Convention

November 3, 2022

@cmonique1023









“An equitable school provides the climate, process, and content which enable students and staff to perform at their highest level. An equitable school ensures successful academic outcomes by providing equitable resources and appropriate instructional strategies for each student.”

*(Mid-Atlantic Equity Consortium, 2020)*



# School Psychology Unified Anti- Racism Statement and Call to Action

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



OUT POLITICS AND POLICY

# 'Don't Say Gay' bill: Florida Senate passes controversial LGBTQ school measure

Republican Gov. Ron DeSantis has signaled he would sign the bill, which would ban "classroom discussion about sexual orientation or gender identity" in primary schools.

Local Education

# D.C. third-graders were made to reenact episodes from the Holocaust

By Nicole Asbury  
December 19, 2021 at 6:55 p.m. EST

NATIONAL AND WORLD NEWS

# North Carolina school district under fire after mock 'slave auction'

by: Russell Falcon, Nexstar Media Wire  
Posted: Mar 16, 2022 / 08:57 AM PDT  
Updated: Mar 16, 2022 / 08:57 AM PDT

Hostile environments – including bullying, cyberbullying, harassment, hate speech, hate crimes, physical attacks, rape, sexual assault and victimization – are on the rise in the country's public school system, according to a new report. (Getty Images)

HOME / NEWS / NATIONAL NEWS

## GAO: Hate on the Rise in U.S. Schools

A new GAO report says hostile environments – including bullying, cyberbullying, harassment, hate speech, hate crimes and physical attacks – are increasing in public school systems.

By Lauren Camera Senior Education Writer • Dec. 6, 2021, at 5:25 p.m.

# Parents protesting 'critical race theory' identify another target: Mental health programs

Groups have voiced opposition to suicide prevention programs, mental health coordination, social emotional learning, claiming they are being used to indoctrinate students.



# Confusion reigns in Texas as new law aims to restrict how race and history are taught in schools

By Nicole Chavez, CNN

Updated 1:02 PM EDT, Wed September 01, 2021

# Book Ban Efforts Spread Across the U.S.

Challenges to books about sexual and racial identity are nothing new in American schools but the tactics and politicization are.

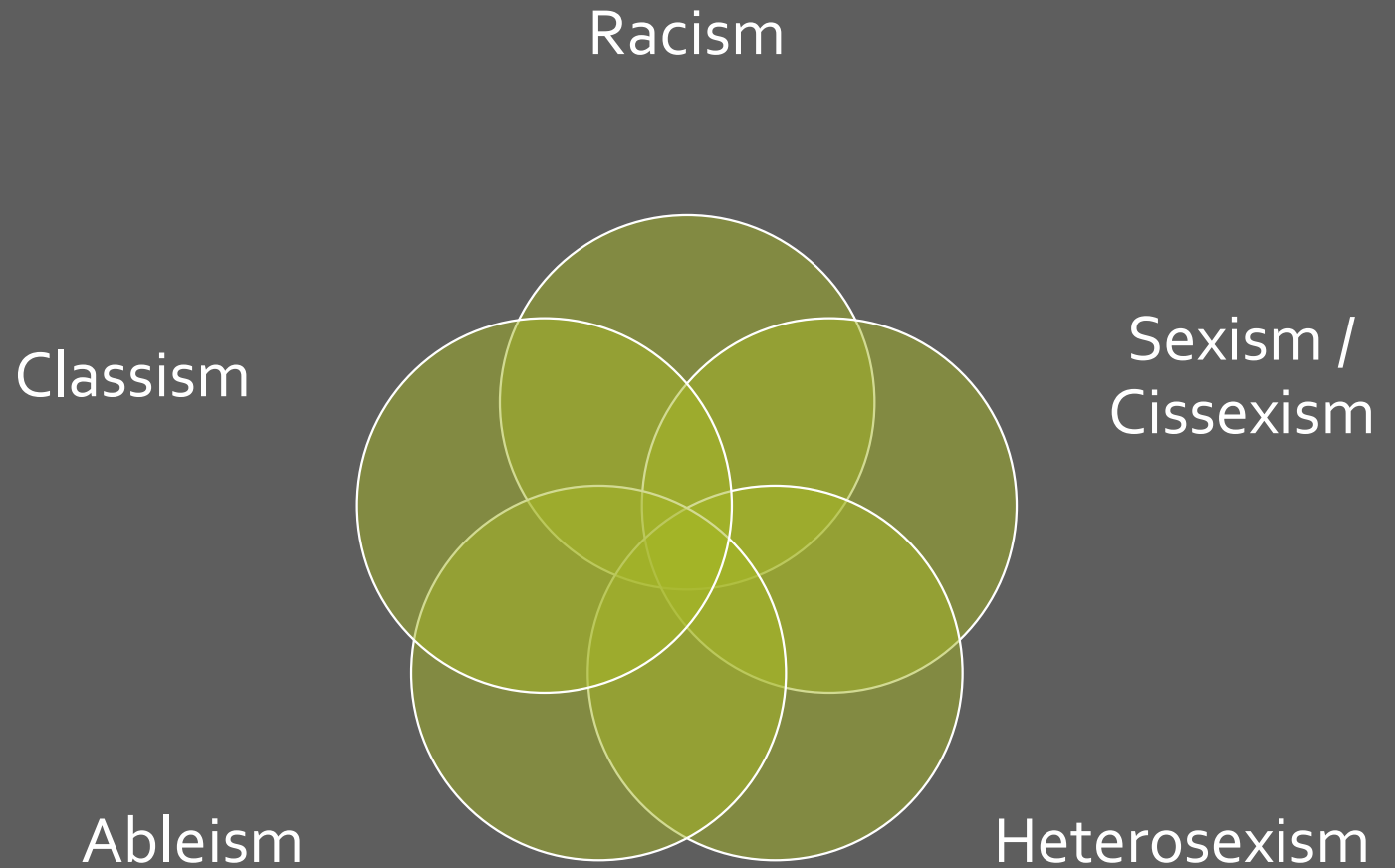


“Oppression entails a state of asymmetric power relations characterized by domination, subordination, and resistance, where the dominating persons or groups exercise their power by restricting access to material resources and by implanting in the subordinated persons or group.”

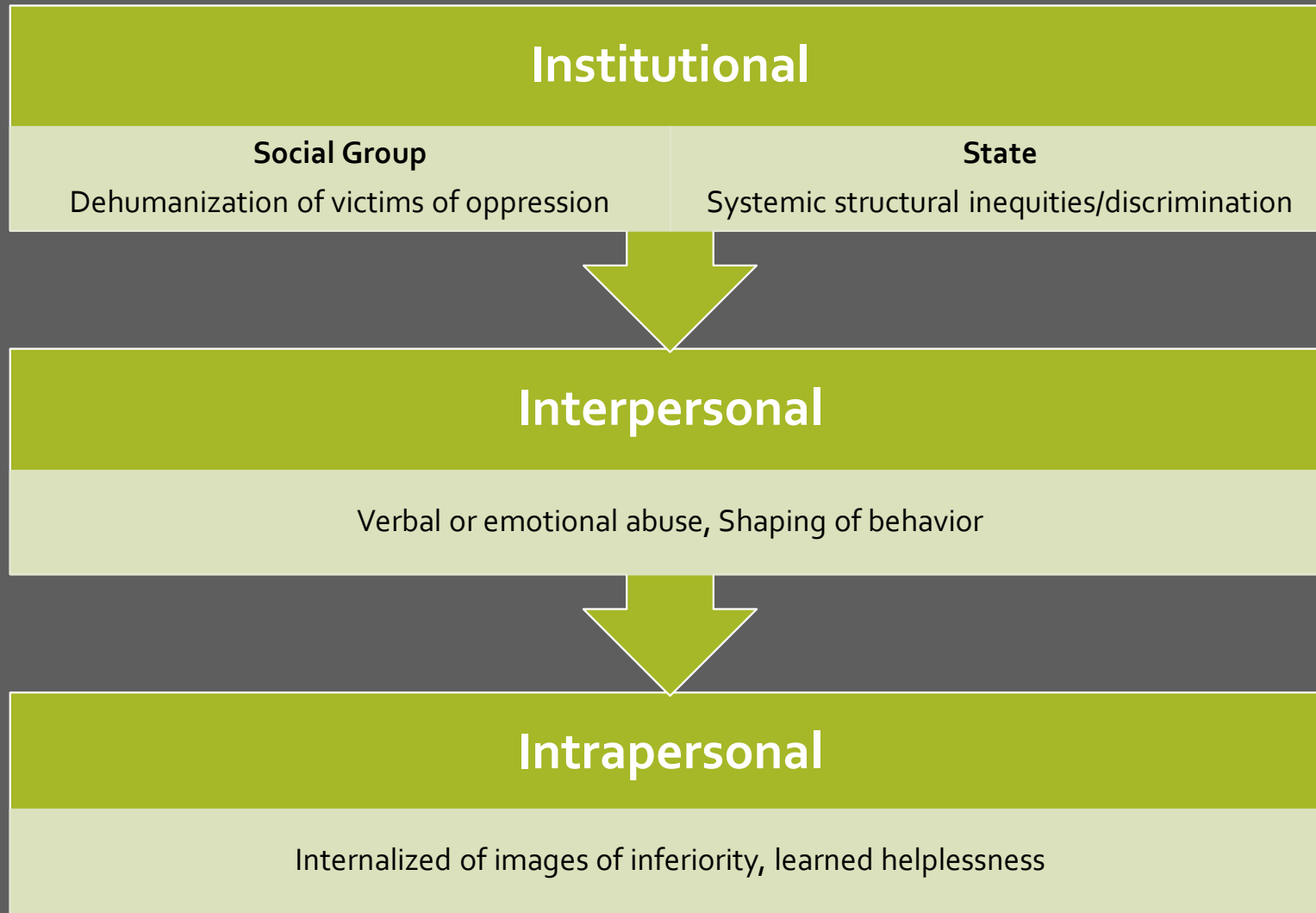
*(Prilleltensky & Gonick, 1996, p.130)*

# Understanding Intersectionality

Intersectionality refers to the simultaneous experience of social categories such as race, gender, socioeconomic status, and sexual orientation and the ways in which these categories interact to create systems of oppression, domination, and discrimination.



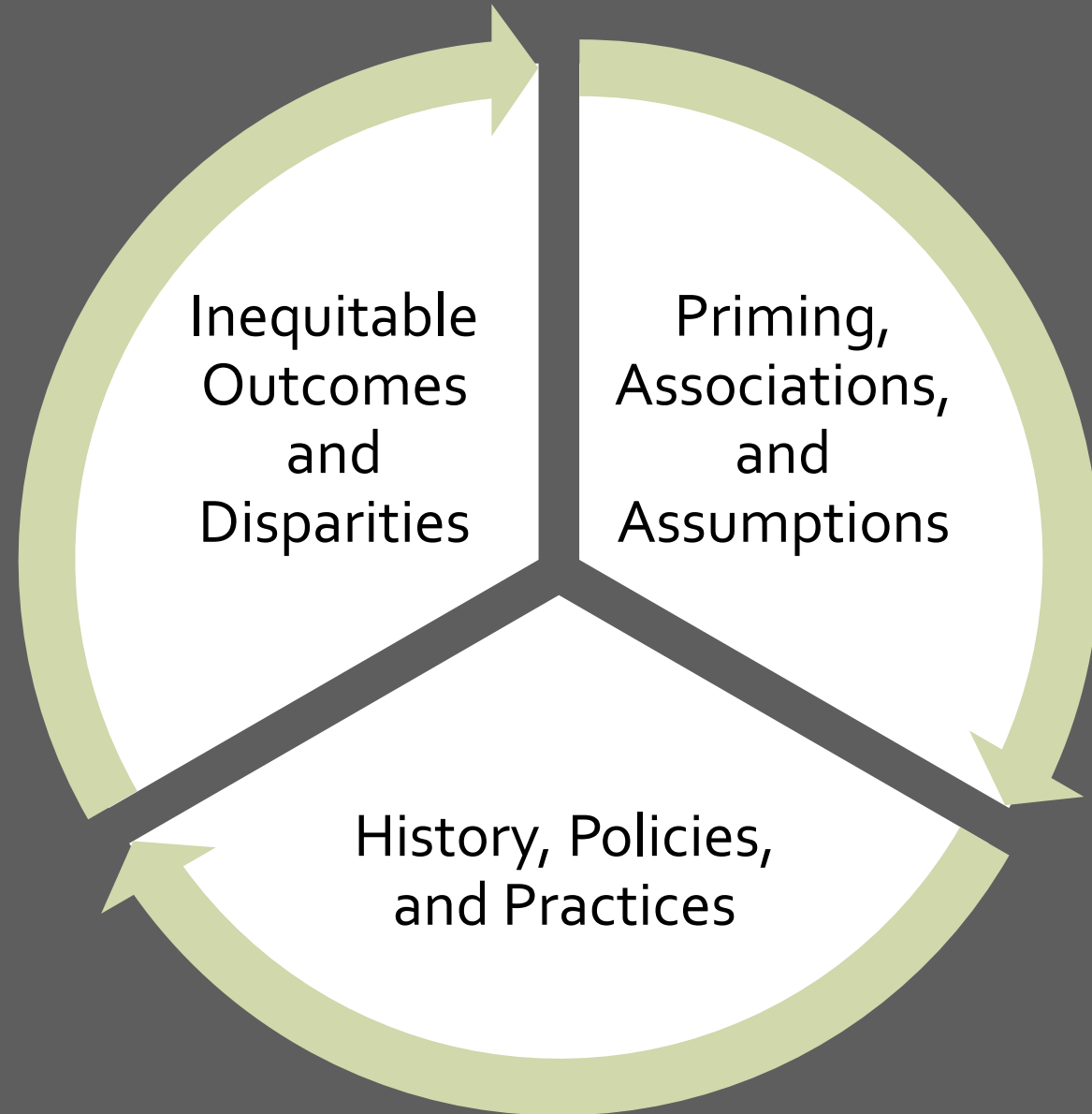




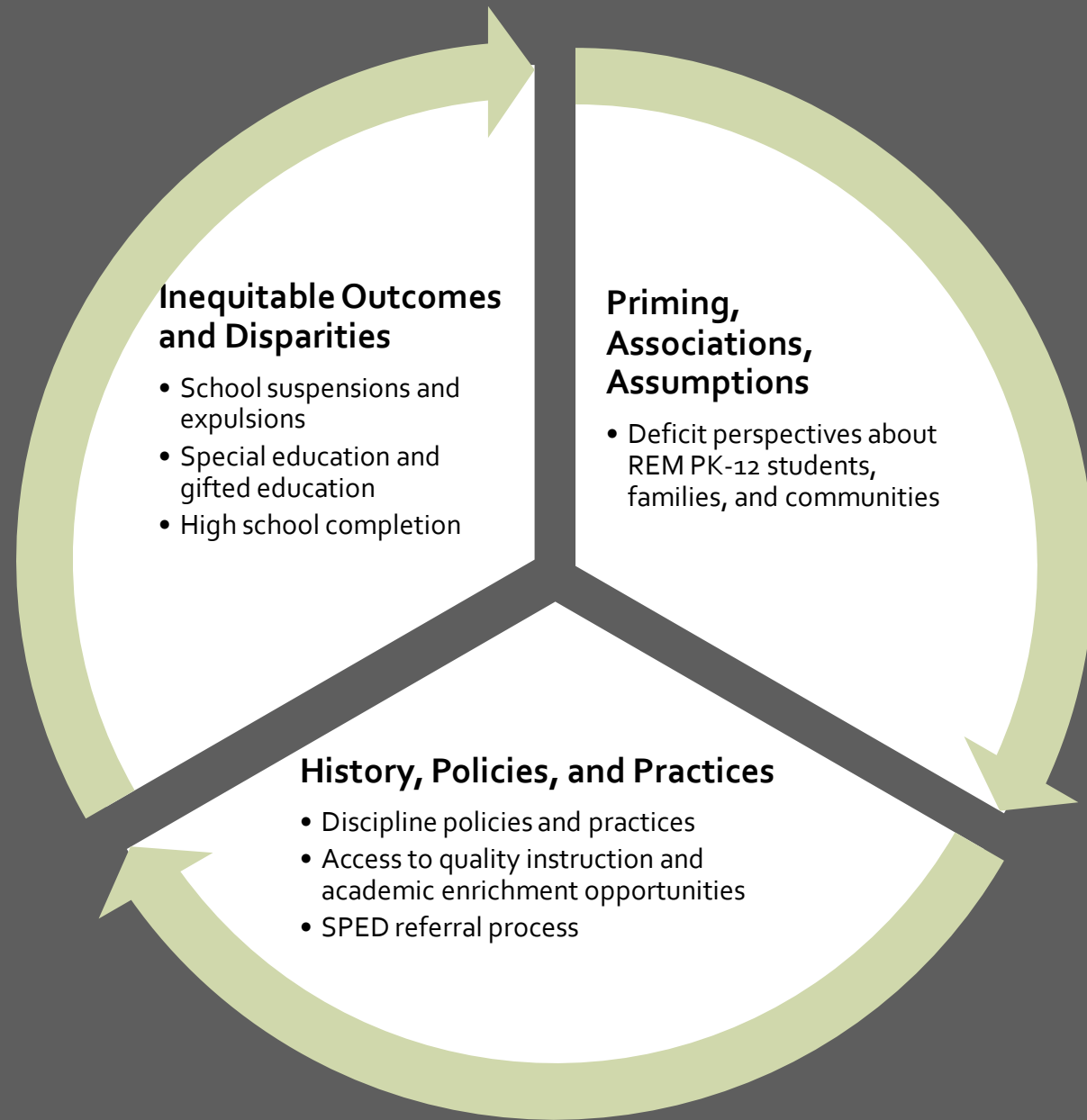
Levels of  
Oppression  
*(Prilleltensky & Gonick, 1996)*

# Cycle of Oppression

*(National Equity Project)*



# Cycle of Oppression in Education



Anxiety

Depression

Sleep difficulties

Diminished  
confidence

Helplessness

Loss of drive

Intrusive  
cognitions (e.g.,  
internal dilemma)

Diminished  
cognition

## Psychological Consequences



# Oppression as Trauma

*(Bryant-Davis & Ocampo, 2005)*



Quantity of incidents or repeated nature of the event

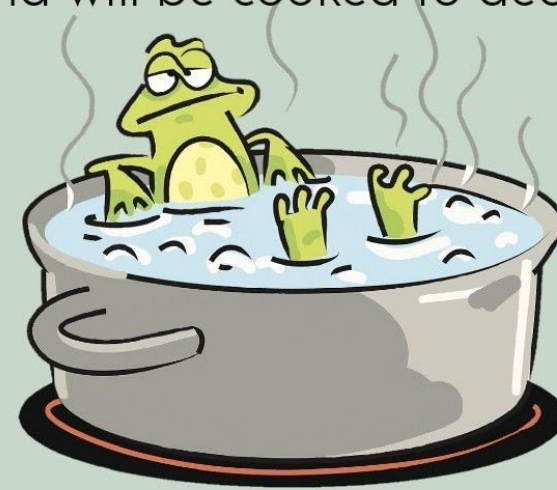
Relationship between the individual and perpetrator of oppression

Public humiliation and lack of public intervention

# Coping and the Metaphor of the Boiling Frog

## The Boiling Frog

The boiling frog is a fable describing a frog being slowly boiled alive. The premise is that if a frog is put suddenly into boiling water, it will jump out, but if the frog is put in tepid water which is then brought to a boil slowly, it will not perceive the danger and will be cooked to death.



# Healing vs. Coping

*(French et al., 2020)*

Coping	Healing
Surviving	Thriving
Critical consciousness not present	Gaining critical consciousness about oppression
Focus on individualism	Focus on collectivism
Individual Eurocentric symptom reduction	Collective multisystemic resistance and new realities

# NASP 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.*

Adopted by the NASP Board of Directors, April 2017



# 2022-2023 NASP Presidential Theme

## **Radical Hope**

Envisioning a world free from the constraints of oppression

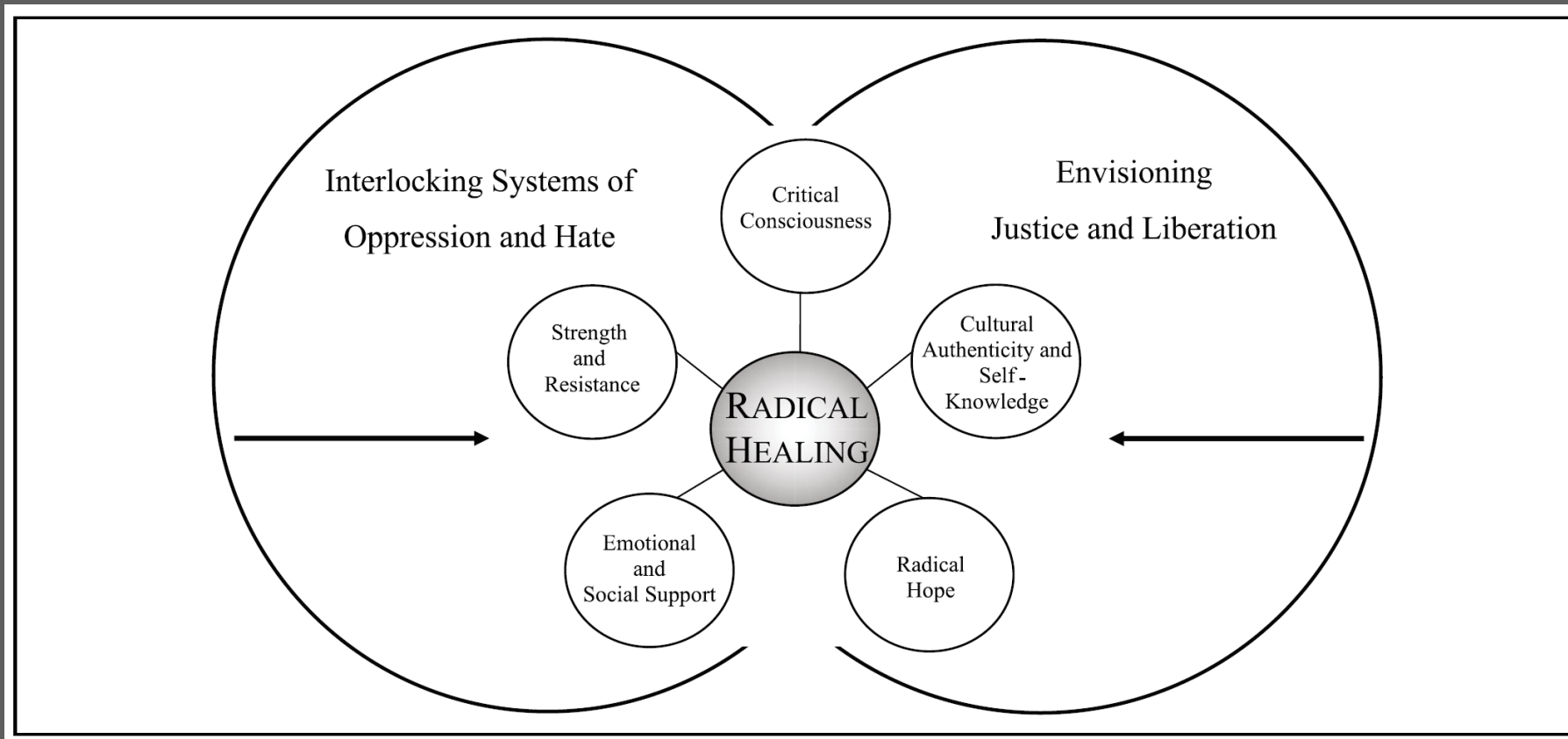
Working towards a brighter future for the collective society

## **Authentic Healing**

Helping people understand the ways in which they are oppressed

Inspiring them to take action to create the world in which they want to live

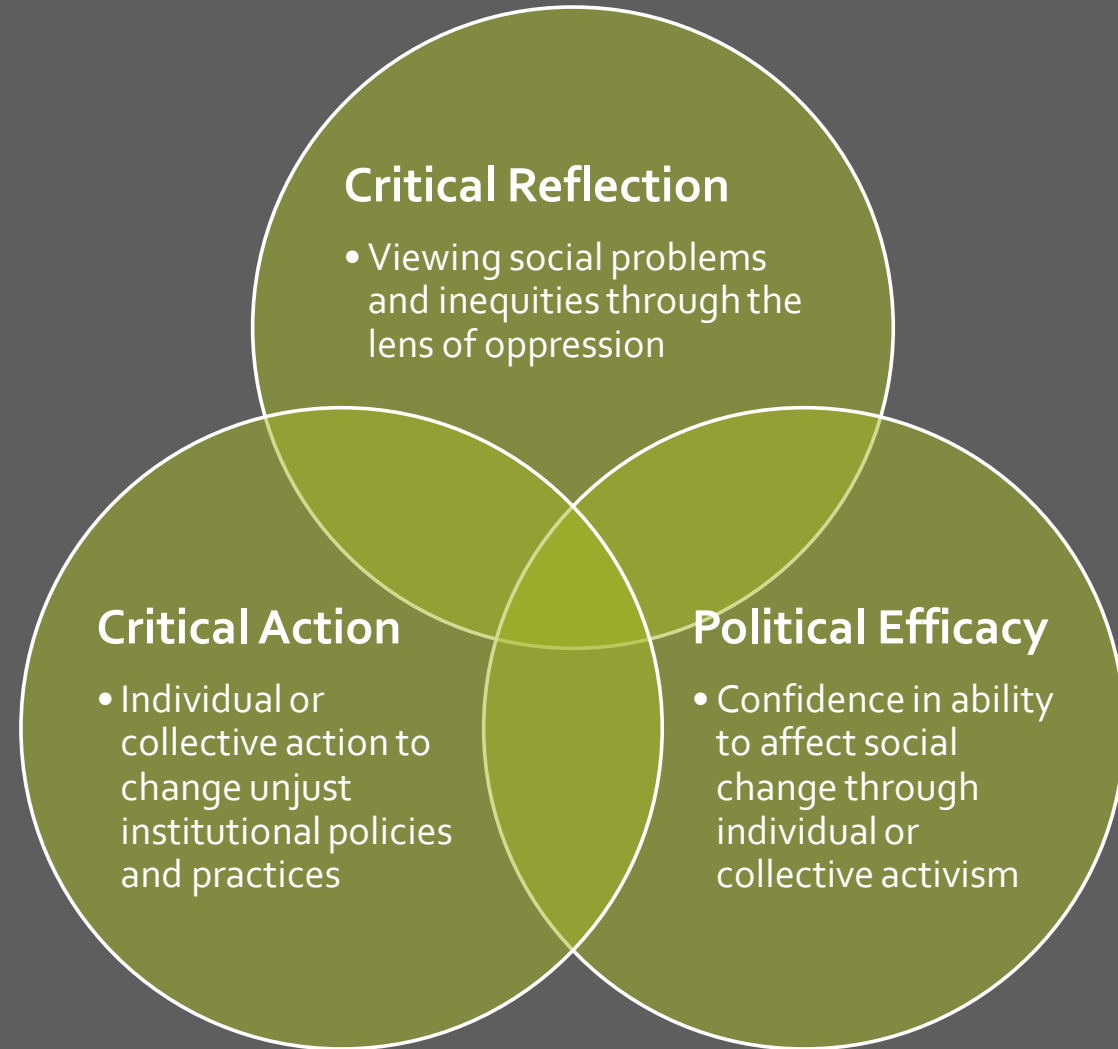




## Psychological Framework of Radical Healing (*French et al., 2020*)

# Critical Consciousness

*(Watts et al., 2011)*



# Radical Hope and Envisioning Possibilities

Individuals can use hope as fuel to  
imagine possibilities for the present  
and future of the collective

*(French et al., 2020)*





# Strength and Resistance



### **Culturally Related Personal Strengths**

- Pride in one's culture
- Religious faith or spirituality
- Culturally-related knowledge and practical skills
- Commitment to helping one's own group

### **Interpersonal Cultural Supports**

- Extended families, including not blood-related
- Cultural or group-specific networks
- Religious communities
- Story-telling activities that make meaning and pass on history of the group
- Involvement in political/social action group

### **Environmental Cultural Supports**

- Space for prayer and meditation
- Culture-specific art and music
- Communities that facilitate social interaction by location or design

# Cultural Authenticity and Self- Knowledge

# Collectivism

*"If you have come to help me, you are wasting your time. If you have come because your liberation is bound up with mine, then let us work together."*

*Lilla Watson (Aboriginal elder, activist, and educator)*

*Ubuntu: I am because WE are!*

*West African Proverb*





# Integrating Healing Principles into Schools



# Barriers and Supports to Social Justice in School Psychology

*(Shriberg et al., 2011)*

## Personal

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

## Professional

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

## Societal

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

# Self-Awareness and Cultural Humility

# ADDRESSING Model

*(Hays, 1996, 2008)*

Age and generational influences

Developmental or other Disability

Religion and spiritual orientation

Ethnic and racial identity

Socioeconomic status

Sexual orientation

Indigenous heritage

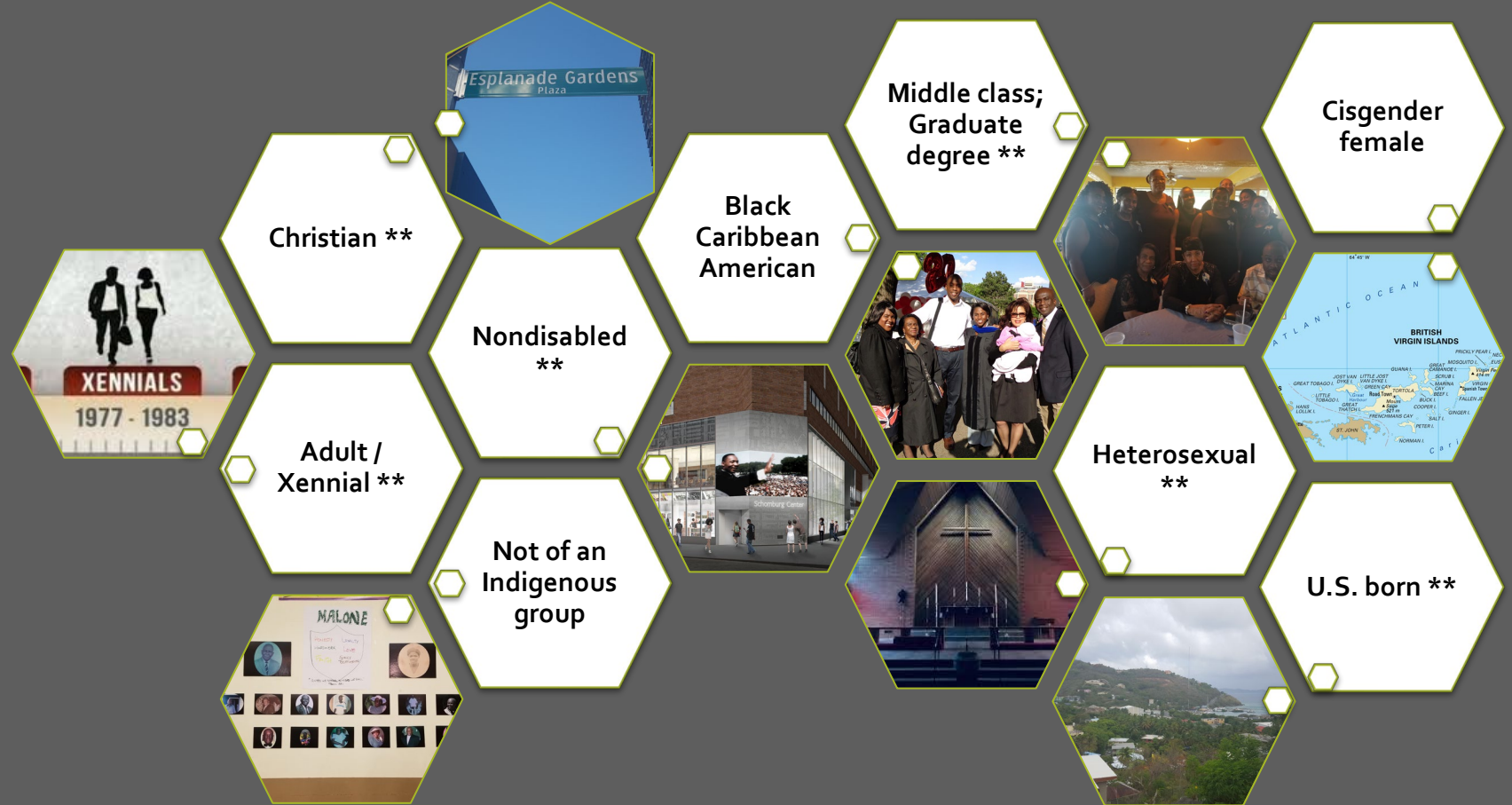
National origin

Gender/gender identity

- Tool for understanding privilege and marginalization and helping to understand our own lived experiences from an intersectional perspective
- Individual Work
  - Introspection, self-exploration, and understanding cultural influences on one's own belief system and worldview
- Interpersonal Work
  - Learning from and about cultures, usually through interaction with people

# My Cultural Influences

*(Based on the ADDRESSING Model by Pamela Hays)*





# Developing Cultural Humility

(Tervalon & Murray-Garcia, 1998)

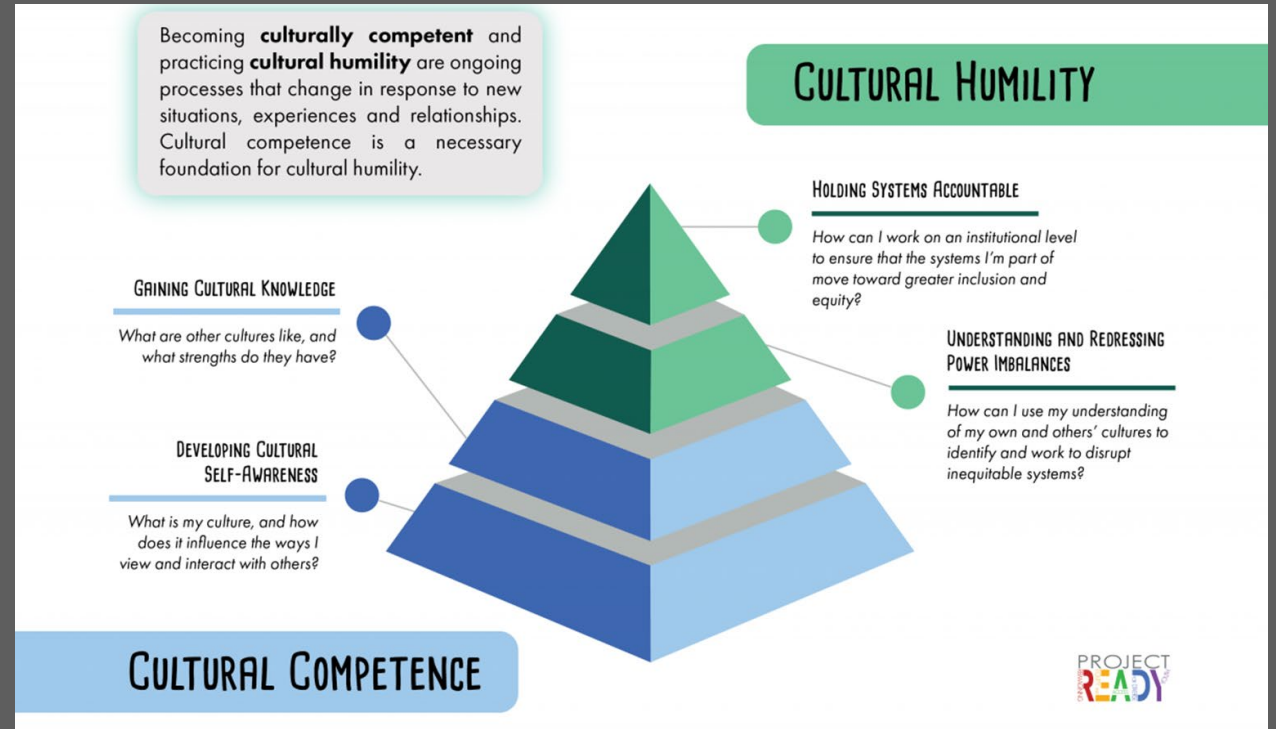
Cultural humility goes beyond the concept of cultural competence to include:

A personal lifelong commitment to self-evaluation and self-critique

Recognition of and desire to fix power dynamics and imbalances

Desire to develop partnerships with people and groups who advocate for others

Institutional accountability



# Identity Affirming School Climates

# *Speak Up at School: How to Respond to Everyday Prejudice, Bias, and Stereotypes*

## **Interrupt**

- Speak up against every biased remark every time it happens
- Inconsistent responding sends the message that some bias is okay

## **Question**

- Ask simple, exploratory questions to better understand intent
- “Tell me more” extends the conversation

## **Educate**

- Explain why the term or phrase is offensive
- Give speakers the benefit of the doubt and allow them to make a change

## **Echo**

- If someone has responded, thank the first person for speaking up AND reiterate the anti-bias message

# Impact of Microinterventions

Everyday interventions of allies and well-intentioned bystanders have a profound positive effect in

- Creating an inclusive and welcoming environment

- Discouraging negative behavior

- Reinforcing a norm that values respectful interactions

Acknowledging the existence and experience of microaggressions and other inequities allows individuals to confirm that they did not imagine these small, demeaning acts



### **Microrecognitions**

- Lead minoritized individuals to feel visible

### **Microvalidations**

- Help minoritized individuals feel like their identities and experiences are accepted

### **Microtransformations**

- Lead minoritized individuals to feel their identity groups are integrated into the organization

### **Microprotections**

- Lead recipients to feel protected from harmful behaviors, practices, and policies tied to their identity

## Typology of Microaffirmations

*(Rolón-Dow & Davison,  
2020)*



## Examples of Microaffirmations

---

Believing students when students tell you they feel they have been targeted because of their identity

---

Acknowledging that a microaggression may have occurred

---

Visibly confronting inequitable, hostile, or biased behavior

---

Stopping to ask for someone's opinion or contribution who has not had a chance to speak (in a group setting, during a meeting, in the dining halls)

---

Including multiple and diverse representations of individuals and groups in visual communications

# Preventing Situations That Can Lead to Exclusionary Discipline

**Approach** the overall approach used to deliver instruction, use curricular materials, make educational decisions, including student discipline; and interact with students & their families

**Lens** the lens through which teachers see their students and their students' learning

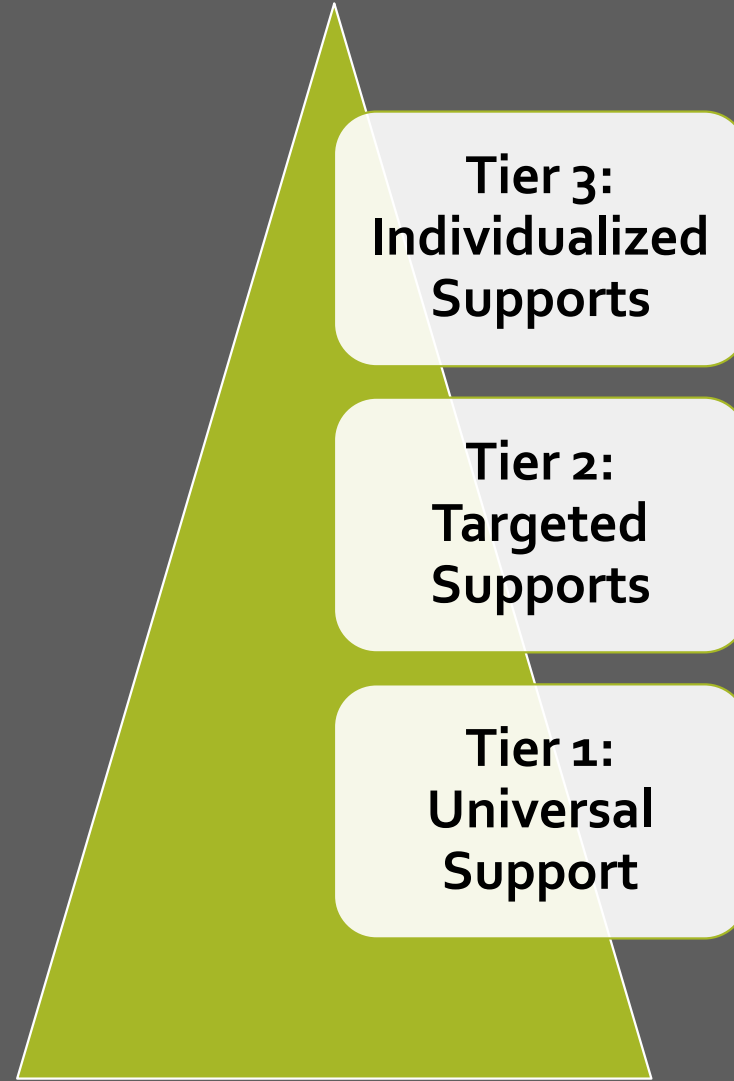
**Filter** the filter through which teachers listen to and understand how students express their needs and desires

# Culturally Responsive and Sustaining Teaching

*(Skelton, 2012)*

# Equity-Focused MTSS for Behavior

*(Fallon et al., 2021)*



- **Foundational Support (Tier 1)**
  - Shared agreements about expectations
  - Expectations taught using culturally responsive instruction
  - Responses to behavior concerns are instructive
  - Students' identities affirmed and represented in curriculum
  - Students are co-developers in universal practice
- **Additional Support (Tiers 2 and 3)**
  - Promote use of culturally-responsive and strength-based interventions

# Equity- Focused MTSS for Behavior

*(Fallon et al., 2021)*

## School

- Empower youth to co-design racially just school environments
- Engage in data collection and review practices grounded in the promotion of equity
- Develop dynamic, reciprocal partnerships with families

## Community

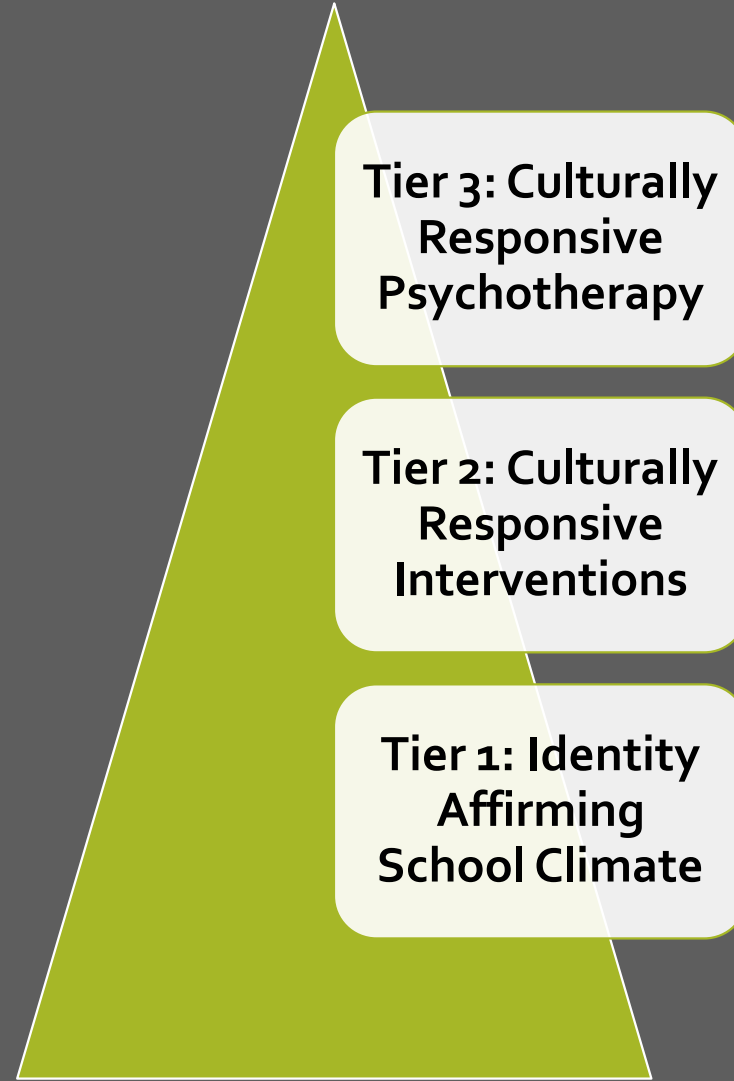
- Engage with community leaders and cultural brokers (e.g., mentorship), community members, and district leaders



# Culturally Responsive School- Based Mental Health

# Culturally Responsive Mental Health MTSS

*(Malone et al., 2021)*



- **Tier 1**

- Creating school climates conducive to marginalized students' well-being and success

- **Tiers 2 and 3**

- Integrating culturally responsive practices into interventions to improve mental health outcomes for marginalized youth

- **Screening**

- Based on the dual continua model of mental health
- Assess for indicators of wellbeing in addition to psychopathology

# Culturally Adapted Interventions

*(Brown et al., 2017; Peterson et al., 2017)*

## Cultural Adaptations to Existing Tier 2 Interventions

- For marginalized students who report mental health concerns or few protective / wellbeing factors
- Engage stakeholders who reflect the values and cultures of those receiving the intervention
- Increased likelihood that skills will generalize across settings

### Content Adaptations

- Ensuring language, metaphors, and concepts are culturally appropriate

### Procedural Adaptations

- Consideration of local context and changes to program delivery to be more culturally congruent

# Culturally Affirming Interventions

*(Jones et al., 2020; Woods-Jaeger et al., 2021)*

Racial Socialization

Racial Identity

Culturally Relevant Coping

- Communalism
- Spirituality / Faith

## Cultural Affinity Groups

- For marginalized students who report more negative perceptions of school climate
- Purpose is to mitigate the negative psychological outcomes of oppression and discrimination
- Spaces to promote positive racial/ethnic identity development and educational/peer support in navigating microaggressions

Adaptation Category	Specific Cultural Adaptations Provided
Therapeutic relationship	<ul style="list-style-type: none"> <li>• Encouraged open discussion with clients about the clinician's cultural competence, ability to assess acculturation, and experience working with issues of racism and oppression</li> <li>• Provided empathy and warmth around issues of race and oppression</li> </ul>
Cultural knowledge integration	<ul style="list-style-type: none"> <li>• Implemented a focused cultural formulation interview</li> <li>• Held a direct discussion with the client about religion and spirituality as related to coping</li> </ul>
Treatment concepts and treatment assumptions	<ul style="list-style-type: none"> <li>• Included concepts of bias and privilege</li> <li>• Avoided negative terminology and treatment techniques that encouraged visualization of worst-case situations (e.g., decatastrophizing)</li> </ul>
Cultural reframing	<ul style="list-style-type: none"> <li>• Reframed perceived pathology (when appropriate) as an acculturation issue or a culture-bound syndrome</li> <li>• Normalized experiences with racism, prejudice, or discrimination</li> </ul>
Culturally responsive treatment planning	<ul style="list-style-type: none"> <li>• Engaged in positively focused treatment interventions that were present time and forward thinking</li> <li>• Included the immediate family in the treatment to extend the culturally related support interventions to the household</li> <li>• Ensured that cultural supports and culturally related personal strengths were included as the foundation for the intervention</li> </ul>

# Cultural Adaptations to Cognitive Behavioral Therapy

*(Jones et al., 2017)*



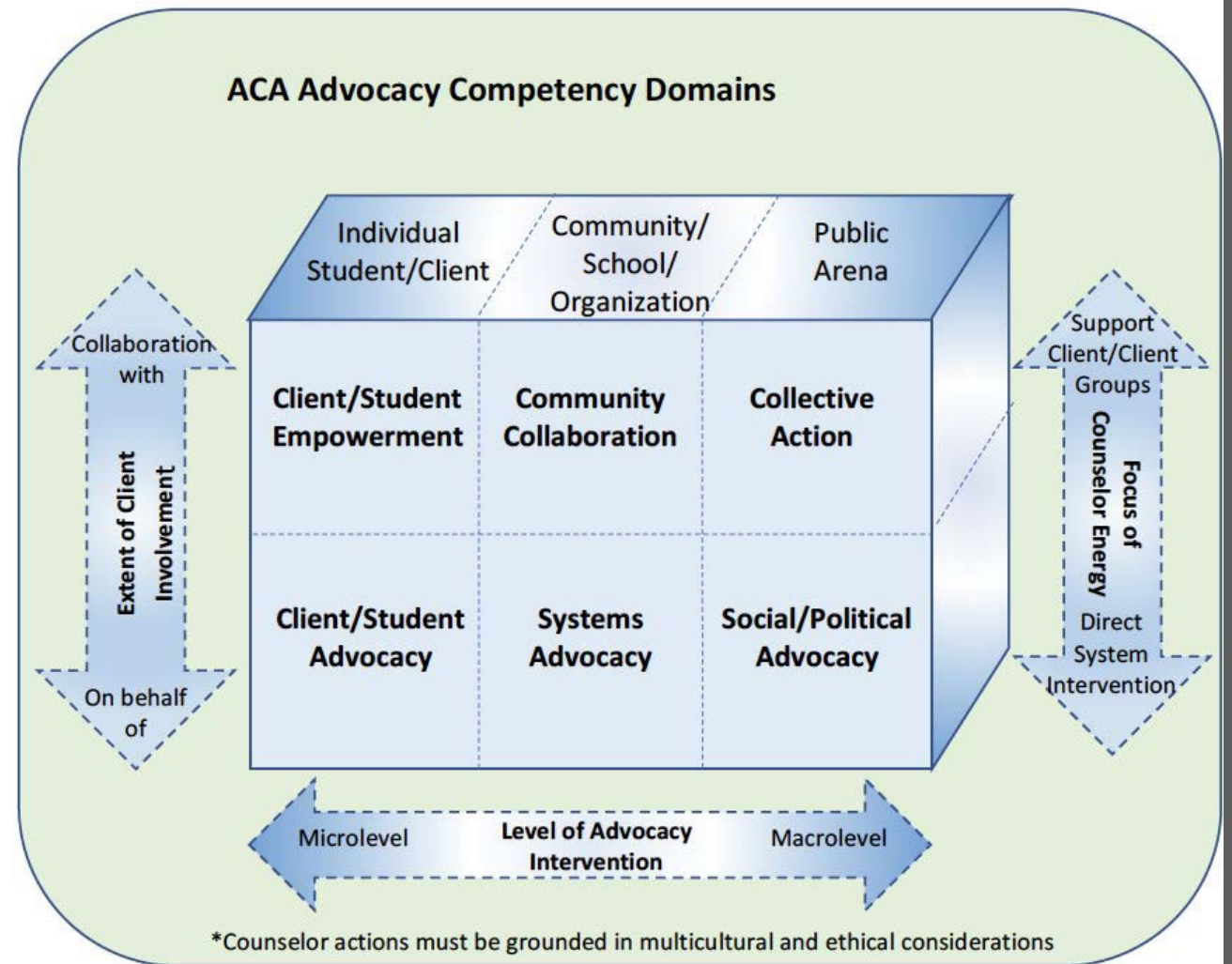
# Social Justice Advocacy

- 
- Ongoing self-evaluation
  - Sharing power
  - Elevating marginalized voices
  - Consciousness raising
  - Focus on strengths
  - Leaving clients with tools

## Principles Related to Social Justice Practice

*(Goodman et al., 2004)*

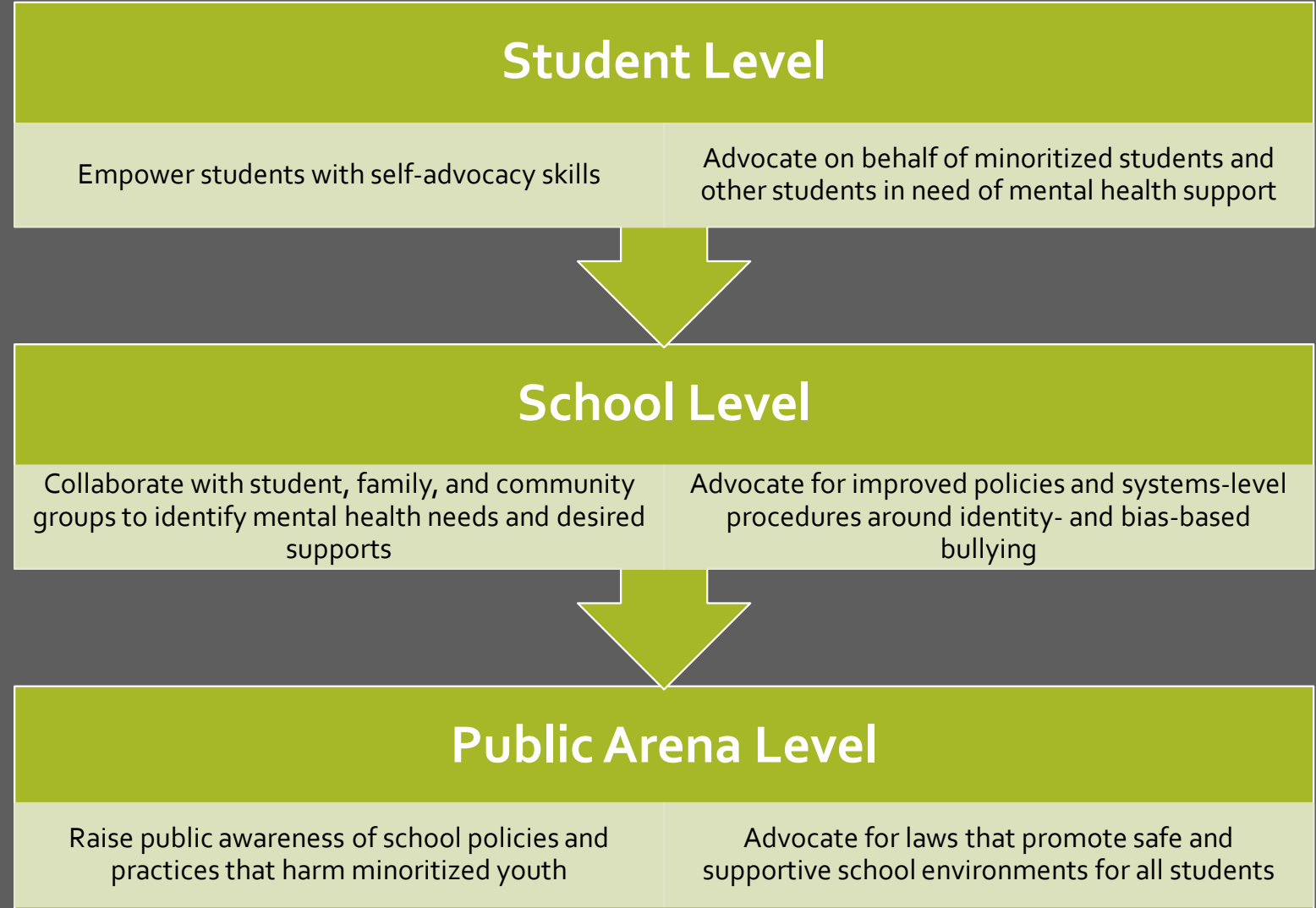
# American Counseling Association (ACA) Advocacy Competencies



Original model by Lewis, Arnold, House & Toporek (2003) updated by Toporek & Daniels (2018)

# Advocacy Targets

*(Based on ACA Advocacy Competencies Model)*



# Social Justice Advocacy Development: *Reflection Questions*

## Client/Student Level

- To what extent do you engage students when designing interventions?
- Do you operate from a deficit perspective or strengths-based perspective when collaborating with students?

## School Level

- To what extent do you empower families in decision-making around their child's education and well-being?
- Do you collaborate with community members and organizations in working towards systems change?

## Public Arena Level

- To what extent are you involved in or aware of school board, state, and national politics?
- Do you represent school psychology as a member of other advocacy organizations?





Preventing  
Discipline  
Disparities

Self-  
Awareness  
and Cultural  
Humility



Identity  
Affirming  
School  
Climates

Culturally  
Responsive  
School-Based  
Mental Health



Social Justice  
Advocacy



# Contact Information

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[Equity and Social Justice Resource List](#)

