Engaging Hearts and Minds

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NASP PRESIDENT
2021-2022

Texas Association of School Psychologists
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CONFLICT OF INTEREST STATEMENT

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

After this presentation, participants will be able to:

1. Explain the importance of engagement for students and educators
2. Examine the role of school psychologists in promoting engagement at the individual and systemic level
3. Understand how NASP is addressing member needs
4. Explain one of each of the following: NASP resources, activities, and advocacy efforts
Have you ever heard these types of comments from teachers, colleagues, parents, or yourself?
They just won’t do anything. They’re just not motivated!
I am counting the days to summer.

I’m counting the days til retirement.
There are so many problems in the world, how can we begin to address them?
Engaging Hearts and Minds
Engaging the hearts and minds of Children and Youth Educators Systems and Communities
Assumptions

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

Engagement in learning versus compliance with expectations

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

- Drive Model
- Behavioral Model
- Self Worth Model
<table>
<thead>
<tr>
<th>Components of Motivation</th>
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<tr>
<td>Basis of Evaluations</td>
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<tr>
<td>Mastery</td>
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<td>Locus of Control</td>
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<td>Internal</td>
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<td>Conceptions of Ability</td>
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<td>Conceptions of Effort</td>
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<td>Effective</td>
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<td>Reward Salience</td>
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<td>Informational</td>
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<td>Task Preference</td>
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<td>Challenging</td>
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### Outcome/Compliance

<table>
<thead>
<tr>
<th>Effort Level</th>
<th>Outcome/Compliance</th>
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<tbody>
<tr>
<td>High</td>
<td>High</td>
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<td></td>
<td>Achievers/Compliers</td>
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<tr>
<td>Low</td>
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<td>Strugglers</td>
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<td>Lucky</td>
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<td>Avoiders</td>
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Resources to read more about it
Engaging the Hearts and Minds of Educators
When educators’ hearts and minds are not engaged:

• Teachers leave the profession
• Students receive less quality instruction
• Academic learning decreases
• Disciplinary concerns increase
School Psychological Services that Promote Educator Engagement

Consultation

Program Evaluation
Consultation

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

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

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

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

Students will be successful in school and resilient in life.
Program Evaluation

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

• Provides actual data for decision making
• Local data = more robust decisions
• Provide information to be used to advocate for improved services, resources, structures, professional development
• Maintain accountability by collecting and analyzing data
Engaging the Hearts and Minds of the Community
Who is the school psychology community?

- Humanity
- Local/State/National Communities
- School System
- School Psychologist / NASP
Ethical Responsibilities

BROAD THEME I. RESPECTING THE DIGNITY AND RIGHTS OF ALL PERSONS
School psychologists engage only in professional practices that maintain the dignity of all with whom they work. In their words and actions, school psychologists demonstrate respect for the autonomy of persons and their right to self-determination, respect for privacy, and a commitment to just, equitable, and fair treatment of all persons.

Standard I.3.2 Correcting Discriminatory Practices School psychologists strive to ensure that all children and youth have equal opportunity to participate in and benefit from school programs and that all students and families have access to and can benefit from school psychological services. They work to correct school practices that are unjustly discriminatory or that deny students or others their legal rights. School psychologists take steps to foster a school climate that is supportive, inclusive, safe, accepting, and respectful toward all persons, particularly those who have experienced marginalization in educational settings.
Ethical Responsibilities

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

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

Standard IV.1.2 Promoting Systems Change

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

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

- Engage in practices that address systemic racism
- Engage in practices that address explicit and implicit bias
- Engage in practice that challenges disproportionality in educational systems
- Advocate!
Engaging One’s Own Heart and Mind
Be passionate!
Be curious!
Be open!
Be kind to yourself!
References

• NASP Practice Model
• https://all4ed.org/reports-factsheets/path-to-equity/
• NASP Professional Standards
NASP Update 2021-2022
NASP Strategic Goals

- Addressing shortages in school psychology
- Advancing the role of school psychologists
- Expanding implementation of the NASP Practice Model
- Developing leadership skills at the local, state, and national level
- Advocating for social justice for all children and youth
Featured Resources

August Virtual Posters
Now is a critical time to refocus on school safety as many school buildings plan to reopen in the fall. Register for virtual PREPARE trainings in August. Space is extremely limited and is expected to fill fast.

Stay Informed

Peer Victimization and Middle School
In this new School Psychology Review article, the authors explored patterns of peer victimization. They noted that female students and Black/African American students experience greater relational victimization during the

Get Engaged

Shortages Action Alert
Join school psychologists from across the country in advocating for the importance ofremedying school psychology shortages. Use our action alert to tell your members of Congress to act now.
Resources to Support Service Delivery

<table>
<thead>
<tr>
<th>Return to School</th>
<th>Service Delivery &amp; Special Education</th>
<th>Crisis &amp; Mental Health</th>
<th>Families &amp; Educators</th>
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</thead>
<tbody>
<tr>
<td>Considerations for Academic Assessments and Interventions Upon the Return to School</td>
<td>NASDSE A Successful Launch of the 2020-2021 School Year for Students with Disabilities</td>
<td>ASCA-NASP School Re-Entry SEL Considerations Guidance</td>
<td>Responding to COVID-19: Brief Action Steps for School Crisis Response Teams</td>
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<td>Considerations for Academic Screening Upon the Return to School</td>
<td>Virtual Service Delivery in Response to COVID-19 Disruptions (NASP)</td>
<td>Providing Effective Social–Emotional and Behavioral Supports After COVID-19 Closures: Universal Screening and Tier 1 Interventions</td>
<td>Countering Coronavirus Stigma and Racism: Tips for Teachers and Other Educators</td>
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<tr>
<td>Considerations for Reading Intervention Upon the Return to School</td>
<td>Telehealth: Virtual Service Delivery Updated Recommendations</td>
<td>Behavior Threat Assessment and Management in the Virtual Environment</td>
<td>Countering COVID-19 (Coronavirus) Stigma and Racism: Tips for Parents and Caregivers</td>
</tr>
<tr>
<td>Reading Intervention Protocol: Partner Reading and Paragraph Shrinking</td>
<td>COVID-19 (“Coronavirus”) Information and Resources for Schools and School Personnel (ED.gov)</td>
<td>Behavioral Threat Assessment and Management (BTAM): Best Practice Considerations for K–12 Schools</td>
<td>Helping Children Cope With Changes Resulting From COVID-19</td>
</tr>
<tr>
<td>Considerations for Assessment, Instruction, and Intervention of Writing Skills Upon the Return to School</td>
<td>Guidance for Schools and Childcare Programs (CDC.gov)</td>
<td>Preparing for Virtual School Suicide Assessment Checklist</td>
<td>Equity Considerations During and After COVID-19 School Closures</td>
</tr>
</tbody>
</table>

NASP is committed to providing our members and the public with information, guidelines, and resources to help support the learning and well-being of students, their families, and others in the school community during the COVID-19 crisis. We will continue to develop and update resources as new information becomes available.
Social Justice and Equity

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

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

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

Social justice is both a process and a goal that requires action. School psychologists work to ensure the protection of the educational rights, opportunities, and well-being of all children, especially those whose voices have been muted, identities obscured, or needs ignored. Social justice requires promoting nondiscriminatory practices and the empowerment of families and communities. School psychologists enact social justice through culturally-responsive professional practice and advocacy to emails schools, communities, and systems that support equity and justice.

www.nasponline.org/social-justice
NASP 2020 Professional Standards

• Adopted May 2020
• Integrate training, credentialing, practice, and ethics
• Guide school psychology Through June 2030

www.nasponline.org/2020standards
NASP Practice Model 2020

New graphic:
- Incorporates 6 Organizational Principles
- Reinforces conditions necessary to practice comprehensive role
- Delineates 10 Domains of Practice
- **Recommended Ratio 1:500**

[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/
#NASPadvocates

NASP Advocacy Voice

Member Resources

- Advocacy Action Center
- Fact sheets and handouts
- Policy Matters Blog
- Policy and priority issue recommendations
- Handouts
- Sample resources

https://www.nasponline.org/research-and-policy
NASP’s Advocacy Voice
Responding to current events

Press Release
FOR IMMEDIATE RELEASE
AUGUST 6, 2020
Contact: Katherine Coxe, Director, Communications
301-497-5689; kcoxe@nasponline.org

NASP Condemns Hate-Driven Violence, Urges Schools to Reinforce Students’ Safety, Well-Being

Bethesda, MD—The past 10 days in the United States have been fraught with horrific acts of violence against innocent people as public spaces. It is heartbreaking and deeply troubling on many levels. Our deepest sympathies are with those directly affected by the trauma, injury, and loss. NASP shares the growing sense of outrage and urgency and joins with the nation in demanding that our leaders act to end this violence now.

Many of these events happen to an individual or group turning to violence, but common across these incidents is the adherence of hate and active toxicity. Yes, mental health can play a role, and we must improve access to mental health services across the country. But we must also take comprehensive steps to keep hate on the front lines, such as universal background checks, bans on high-capacity weapons, and red flag laws.

We must address the underlying causes of hate-driven speech and behavior that undermine our collective sense of security and safety in our homes and threaten the sense of personal safety for millions of people in targeted populations across the country. It is imperative that we change the tide of our national discourse, including undermining hate speech of all kinds at all levels of society. As we saw in Gilroy, El Paso, and Dayton, failure to do so puts our children and families at grave risk.

Back-to-School
It is particularly concerning that our nation’s children are returning to school against the backdrop of this painful reality. While schools remain among the safest places for children, it would be irresponsible not to acknowledge and be prepared for a real sense of threat and anxiety among some students, either generalized because of exposure to media coverage of the events or specific for students who feel targeted because of who they are. It is important to ensure that all of our children get a “back-to-school” as the beginning of a year of possibilities and growth, not risk and vulnerability.

Specifically, we have a critical responsibility to help children and youth feel safe and secure and learn how to engage with others in differing viewpoints in a peaceful, reasonable, and respectful manner. We must create positive school communities in which violence is not tolerated; people at risk are identified and helped; safety is addressed; problem solving, rather than blame and derogation for what others are doing, is encouraged.

Press Release
FOR IMMEDIATE RELEASE
JULY 7, 2020
Contact: Katherine Coxe, Director, Communications
301-497-5689; kcoxe@nasponline.org

NASP Urges Swift Passage of FY21 Federal Education Spending Bills

Bethesda, MD—The National Association of School Psychologists (NASP) applauds the House Labor, Health, and Human Services Appropriations subcommittee for rejecting many of the Trump Administration’s proposed budget cuts and providing an increase in federal education accounts for FY21. Although significantly more federal funding is needed to truly address the inequality and inequity that exists in our public school system, we recognize that this year’s budget caps made larger investments difficult. As such, we are grateful that the LHH subcommittee continues to value our public education system.

NASP is particularly pleased with the $10 million included within the School Safety National Activities program to continue funding for grants to increase the number of school psychologists and other school mental health professionals. While the funding is steep, a deep cut to the budget is not a good way to address the nation’s education problem, NASP is thankful to Congressional appropriators for recognizing the need to address the lack of access that students have to mental health services in schools. In light of the COVID-19 pandemic and the rising toll inflicted on communities across the country as a result of public health, systemic racism, and structural inequity, meeting the mental and behavioral health needs of students is more important than ever.

Of course, the FY21 appropriations legislation does not negate the need for additional emergency spending legislation to help schools address the unique needs related to the COVID-19 pandemic. Significant federal investments are necessary to help preserve existing staffing positions, including school psychologists and other school mental health professionals, improve access to technology and distance learning initiatives, and ensure schools are able to safely reopen for in-person instruction. We call on Congress to provide increases in federal education accounts via the regular appropriations process and act quickly to pass additional emergency spending in line with the Coronavirus Child Care and Education Relief Act (CCERA) as introduced in the Senate, and the HEROES Act, which passed the House.

NASP encourages this bill’s passage by the Senate Appropriations Committee and the House and urge the Senate to adopt a spending bill that, at a minimum, includes the $10 million dollar mental health grant mentioned above and reflects the spending allocations noted below.

Press Release
FOR IMMEDIATE RELEASE
MAY 20, 2020
Contact: Katherine Coxe, Director, Communications
301-497-5689; kcoxe@nasponline.org

NASP Calls for Action to End Racism and Violence Against People of Color

Bethesda, MD—The National Association of School Psychologists (NASP) joins with other organizations and individuals calling for action to end racism and violence against people of color, especially Black individuals, in this country. We also urge continued, peaceful actions that maintain both people’s safety and First Amendment rights. The recent deaths of Ahmaud Arbery, Breonna Taylor, and George Floyd are horrific. They lay bare—again—the reality of continued systemic racism and our nation’s deeply entrenched inequities and prejudices that far too often end in unspeakable, heartbreaking tragedy for a Black individual, their family, and their community.

We must stop this, and each of us has a role in doing so.

Advancing social justice is a strategic goal for NASP and an ethical principle for school psychologists who serve on the frontline of advocacy for all children. The definition of social justice for school psychology includes action to address systemic barriers, such as the long-term issues of poverty, inequity, prejudice, racism, and violence. We are committed to helping ensure that all children live, learn, and play in safe, supportive communities and schools with access to equitable systems, supports, and opportunities.

Schools play an important role by providing positive learning environments and the opportunity to process their understanding of perspectives and events in thoughtful and respectful ways. The fact that we are not in school physically does not change our responsibility to help children and youth as adults are keeping them safe and working to fix the problems that may threaten their well-being. We must also prepare for a return to school and the opportunity to work directly with students, administrators, and all adults at school who are changed with providing a safe, effective learning environment for all.

School psychologists and other educators can proactively help students and staff in the following ways:

- Think critically about structures, systems, and policies that have historically marginalized some groups and caused long-term inequities.
- Recognize and understand the truth about racism and White privilege, and examine our own perspectives and implicit and explicit biases that contribute to perpetuating these systemic problems.

For Immediate Release from the National Association of School Psychologists | www.nasponline.org | 301-497-5689

www.nasponline.org/media-room
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View, download, and share our infographics series through social media.

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- Crisis team and plan development
- Interdisciplinary/ interagency collaboration
- Online materials, adaptable resources
- Sustainable and affordable
- Follow #NASPprepared

www.nasponline.org/prepare
National School Psychology Week

• November 8-12, 2021
• Theme: “Let’s Get in GEAR.”
  – 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
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https://nasp.inreachce.com/
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All Online

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• Access to 2 additional journals

@schoolpsychreview

Access complete issues online at
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Keynote Speaker
Temple Grandin

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Join or Renew Today!

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