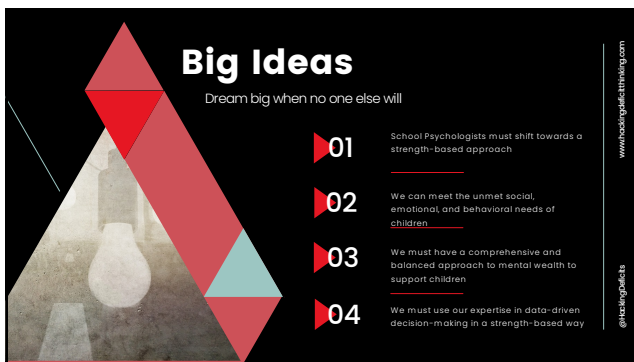
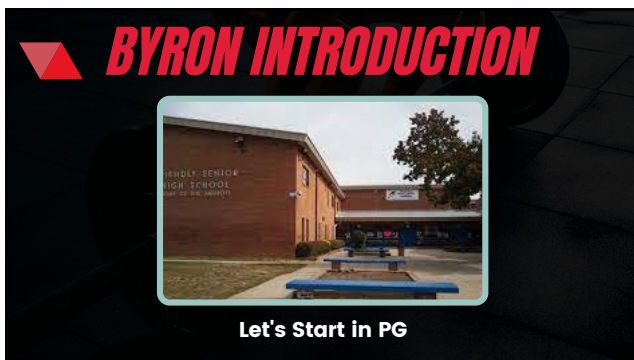




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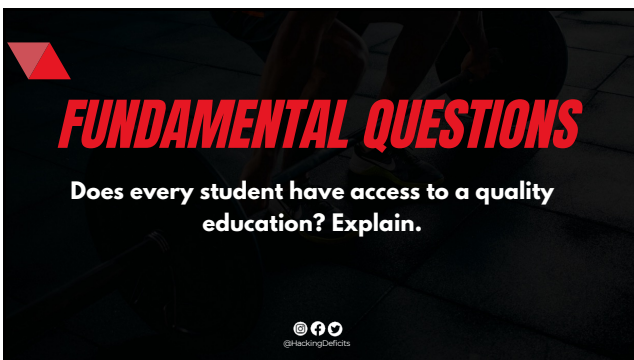
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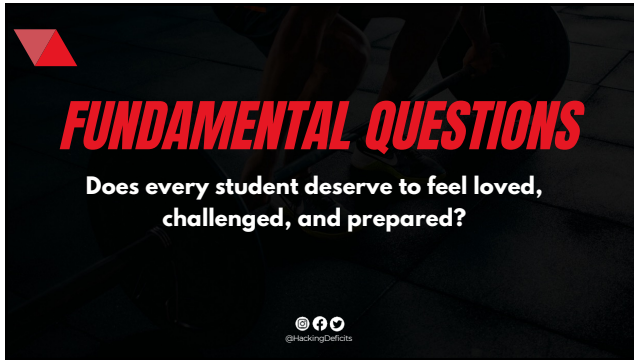
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FUNDAMENTAL QUESTIONS

Does every student deserve to feel loved, challenged, and prepared?

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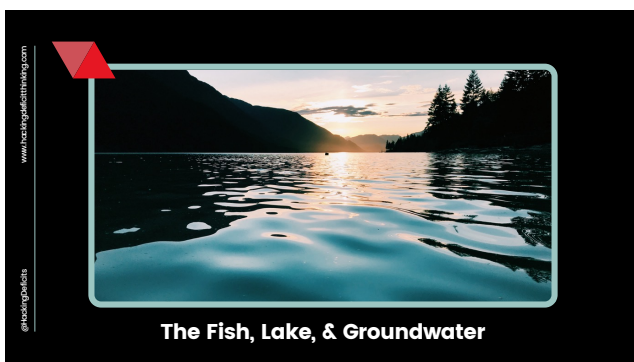


Time to Reflect

Why do you think inequities continue to exist and persist?

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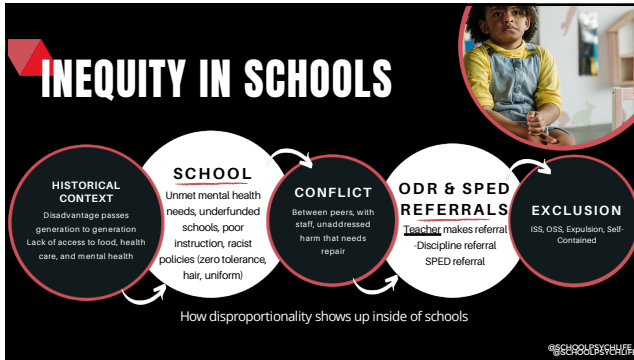
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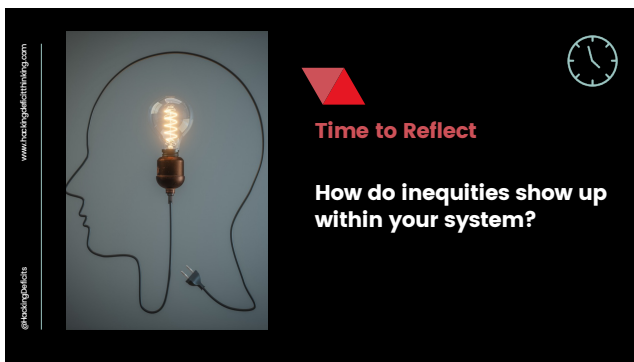
The Fish, Lake, & Groundwater

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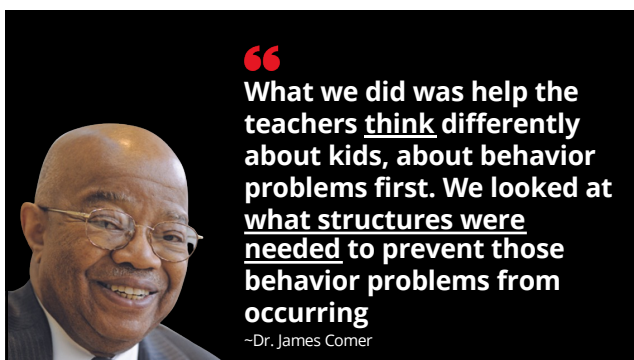
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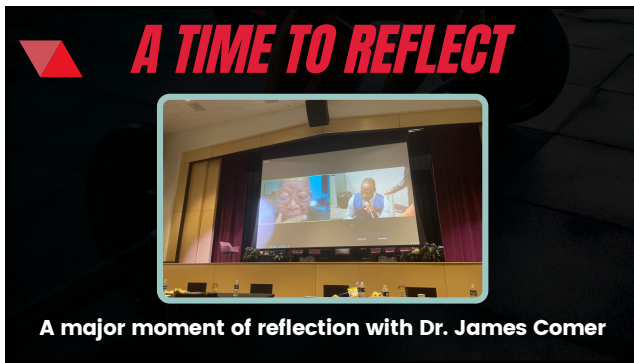
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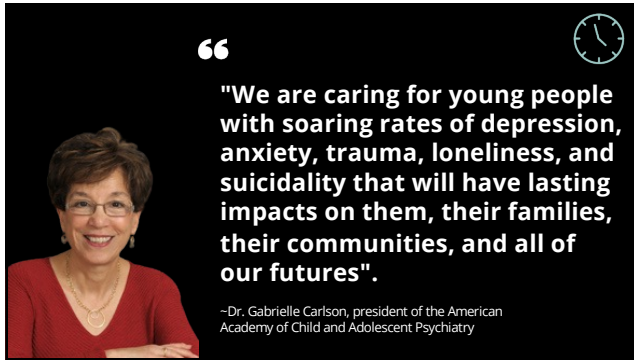
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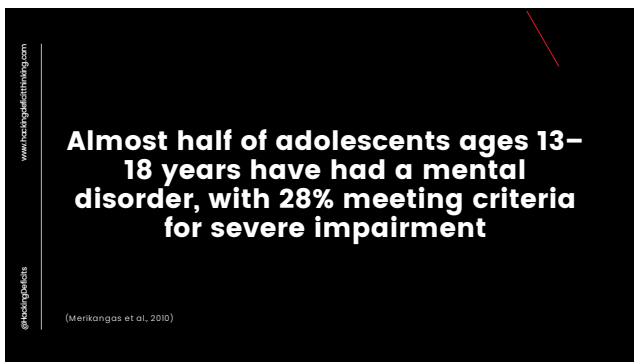


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"We are caring for young people with soaring rates of depression, anxiety, trauma, loneliness, and suicidality that will have lasting impacts on them, their families, their communities, and all of our futures".

—Dr. Gabrielle Carlson, president of the American Academy of Child and Adolescent Psychiatry

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Almost half of adolescents ages 13–18 years have had a mental disorder, with 28% meeting criteria for severe impairment

(Merikangas et al., 2010)

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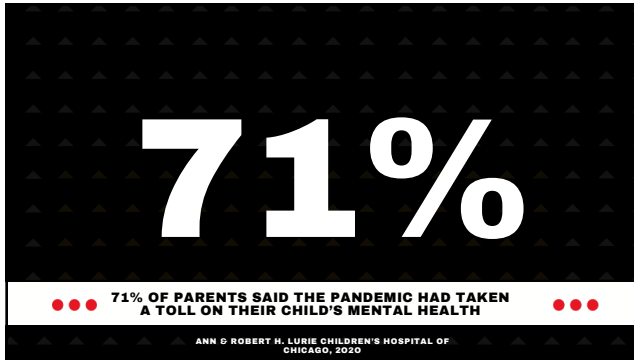


1 IN 5

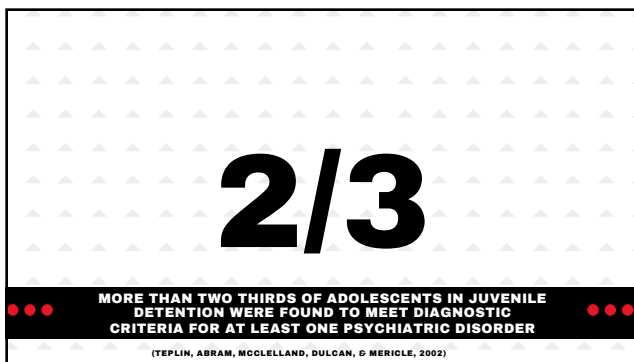
1 IN 5 CHILDREN HAD A MENTAL HEALTH DISORDER. LESS THAN 20% RECEIVED CARE FROM A PROVIDER

APA

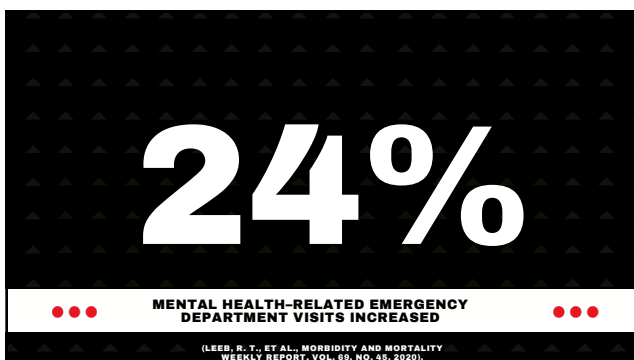
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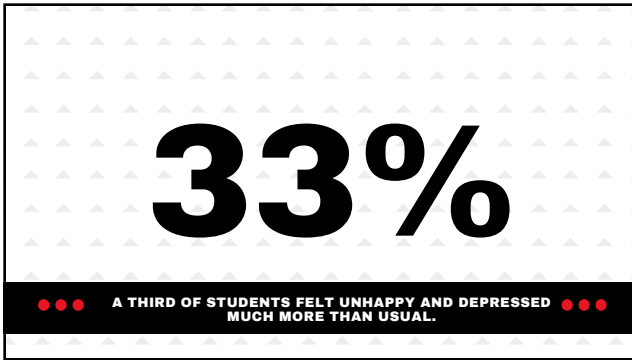
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Disparities in Outcomes

- The crisis affects children of color even more
- More likely to be disciplined and more harshly disciplined for the same offenses
- Referred and identified at higher rates
- Secluded and placed in more restrictive settings
- Less access to AP, honors, gifted classes, and tech
- Inequitable funding, and lower expectations
- Secluded and placed in more restrictive settings
- Poorer predicted and actualized outcomes for certain youth

Moore, A.; Stapley, E.; Hayes, D.; Town, R.; Deighton, J. Barriers, 2022

23

As a psychologist what are you doing to disrupt these disparities?

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But the Barriers are Real!

- Lack of school leadership and support
- Staff turnover
- Fit within the school
- Funding and resources
- Belief in intervention
- Perceived effectiveness
- School policies and plans

Moore, A.; Stapley, E.; Hayes, D.; Town, R.; Deighton, J. Barriers, 2022

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Time to Reflect

What barriers might exist, which hinder you from providing services to your school community?

26

BIG CHANGE IDEA

As a collective, School Psychologists must be at the frontline leading efforts to end the mental health crisis and influence systemic change.

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What Do We Know About SPs?

- 80% identify as female, white, able-bodied, and monolingual
- 91% complete special education eligibility related assessment activities
- Most SPs complete average of 50–55 initial or re-evals per year
- 64% of SPs are involved in mental/behavioral health
- In 2015, 72% of SPs reported providing individual counseling for M/BH

2020 NASP Membership Survey

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“SCHOOL PSYCHOLOGISTS FUNCTION AS CHANGE AGENTS, USING THEIR SKILLS IN COMMUNICATION, COLLABORATION, AND CONSULTATION TO PROMOTE NECESSARY CHANGE AT THE INDIVIDUAL STUDENT, CLASSROOM, BUILDING, DISTRICT, STATE, AND FEDERAL LEVELS”.

The NASP Practice Model p.5

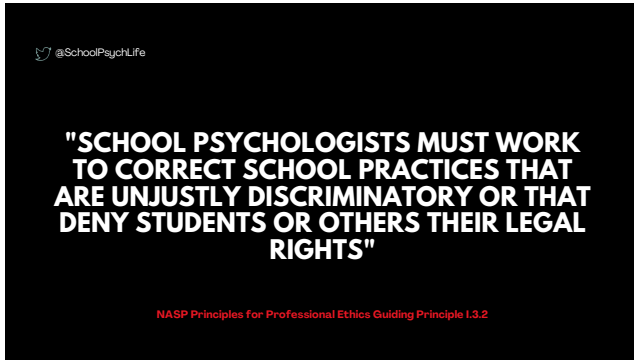
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@SchoolPsychLife

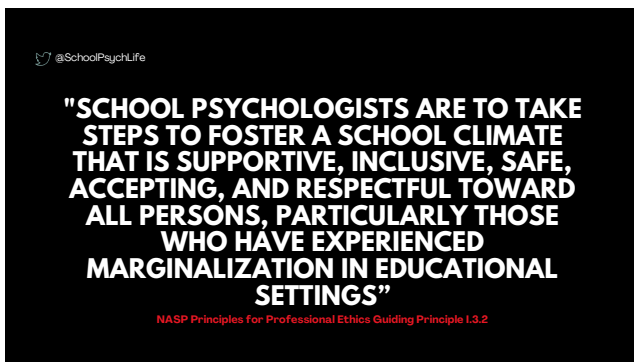
"SCHOOL PSYCHOLOGISTS ARE TO ADVOCATE FOR SCHOOL POLICIES AND PRACTICES THAT ARE IN THE BEST INTERESTS OF CHILDREN AND THAT RESPECT AND PROTECT THE LEGAL RIGHTS OF STUDENTS AND PARENTS"

Principle IV.1.2, NASP 2020, p. 54

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Time to Reflect

What do you think is possible when we help students reach their full potential?

34

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Students With A Goal

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8th Grade



12th Grade



BLACKPride
@CoachLush

In 8th grade, @Big_Lano224 and a few others took part in a program started by @SchoolPsychLife that focused on using sports to save lives. Every kid that signed that poster and played in our program graduated with over a 3.25 GPA.
#COMMUNITYschool
#LEGACY
#RTD

36



What will success look like for you in 4 years?




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Time to Reflect



What are you doing today that will ensure you are successful four years from now?



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Is deficit thinking stopping you?

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"It shows up in lesson design and classroom management planning, including how students are assessed, classroom rigorous experience, and goal setting."

-Cory Cain, dean of instruction

40

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Deficit thinking is ingrained in educational systems and culture at all levels. It shows up in language ('low'—if I had a dollar for every time someone described a student as 'low,' I would be a millionaire) and in systems

-Wendy Turner, former Delaware teacher of the year

41

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How we Define Deficit Thinking

Deficit thinking is a distorted lens, focused on student weaknesses, that blames students and their families for student difficulties rather than acknowledging the impact of our practices and broader structural inequities.

42

4 Major Themes of Deficit Thinking

- 01 Distorted Lens**
Bases about student abilities (color our worldview and shape our reality. They may be based on our upbringing, stereotypes we've encountered over time, or harmful generalizations we believe.
- 02 Focus on student weaknesses**
The emphasis on student weaknesses is especially present when working with minority groups and students from marginalized backgrounds.
- 03 Blames people**
Our educational system originally supported the idea that only white, middle class, able-bodied males deserved an education. They considered any other qualities a "weakness."
- 04 Ignores systemic inequities**
School buildings and our larger society constantly contribute to and reinforce systemic racism and other issues that impact our interactions with students.

43

“We must be as interested in building the best things in life as in repairing the worst”

~Dr. Christopher Peterson


44

What is a Strength-based approach?

- characterized by mutual trust, supportiveness, and clarity of goals in the absence of blame and guilt
- Values the capacity, skills, knowledge, connections and potential in individuals and communities
- Focusing on strengths does not mean ignoring challenges, or spinning struggles into strengths
- The emphasis is that outcomes are based on a positive outlook and goals
- Limitless potential over limiting beliefs

45

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A Strength-based Approach to meeting the unmet needs of youth

Did you know... The NASP Practice Model - Prioritizes It!?


Domain 1: Data-Based Decision Making
School psychologists understand and utilize assessment methods for identifying **strengths** and needs.

46

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NASP Practice Model



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4 Key Elements of a SB Approach

01 Focus on identifying and understanding strengths

02 Human-centered - needs of people first

03 Growth and goal-oriented

04 Leverages social support, capital, and resources



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Principles of the Strength-Based Approach

Everyone has potential

What receives attention is what you will become

Watch your words and language

Accept change

Authentically support others

What's your strength story?

(Hammond, 2010)

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Principles of the Strength-Based Approach

Build upon what you know to dream up your future

Be flexible. There is no single way to change

Be collaborative, adaptive, & value differences

(Hammond, 2010)

50

What are the Benefits of a Strength-based Approach?

- Report more satisfaction with life
- Experience less stress
- Feel healthier and have more energy
- Are more confident
- Experience faster growth and development
- More creative mindset and greater productivity
- Feel more satisfied at work
- Are more engaged at work

51

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What are the Benefits of a Strength-based Approach in School?

- It reduces the focus on labels
- It provides the person with more repertoire to solve problems
- It decreases negative behaviors
- It improves mental health

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Okay... But HOW?

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10 Ways to Shift to What's Strong

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#1

SPOT Observations

Strength observation; Progress over perfection; Opportunity to shine; and
Teach, try, and tap into strengths

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55

S

Strength Observation

A strength observation is a way to proactively search for strengths in your students. Try immersing yourself in their environment, such as the classroom, hallway, cafeteria, and after-school events. Share the strengths you identified during the observation with the student.

P

Progress over perfection

Identifying and using strengths can be hard because most of us aren't used to tapping into our strengths. The key here is to help young people understand the importance of progress. The reality is that routinely using your strengths is a skill.

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O

Opportunity to Shine

When students use their strengths, it gives them a chance to shine, and they are more likely to experience success. Creating opportunities for students to use and demonstrate their strengths is an excellent way to build self-confidence.

T

Teach, try, and Tap into Strengths

Teach students to explicitly name their strengths. Help them to build up their strength-based vocabulary.

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Time to Reflect

How can you help your school community to SPOT student strengths?

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#2

Empathy Interviews

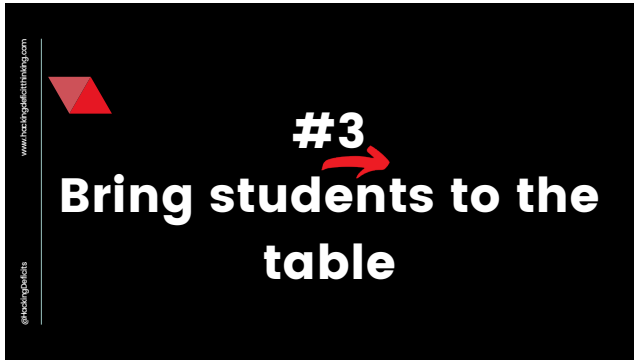
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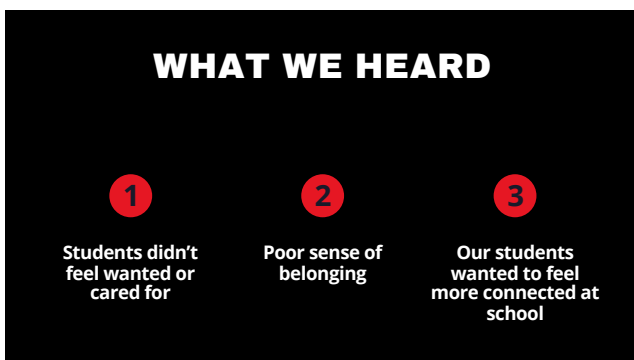
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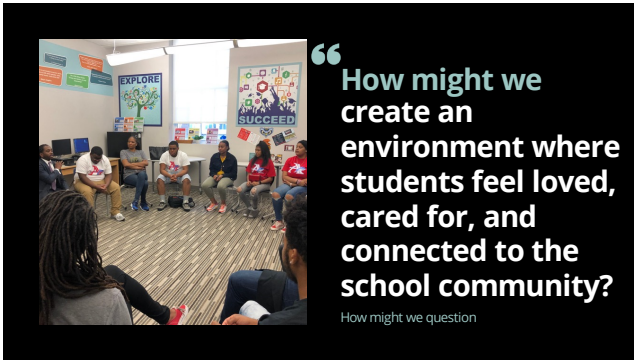
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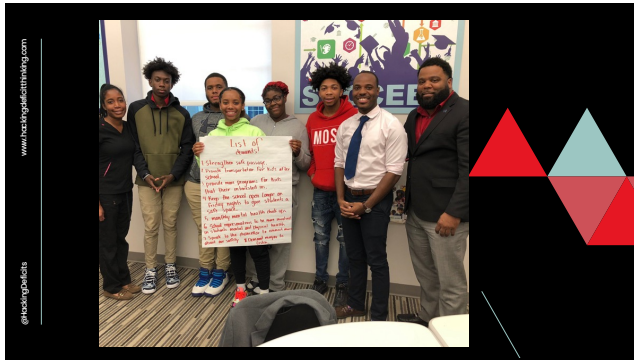
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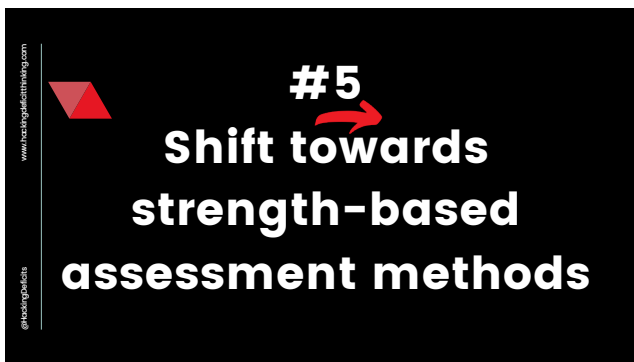
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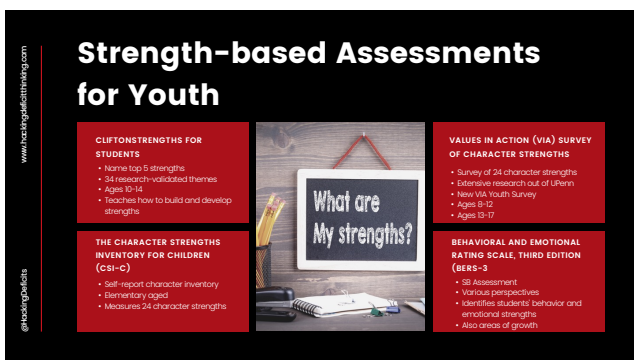
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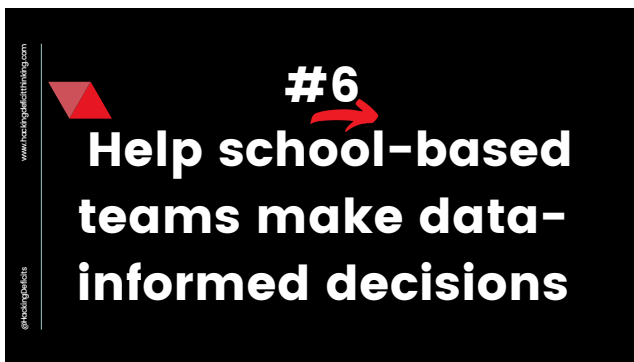
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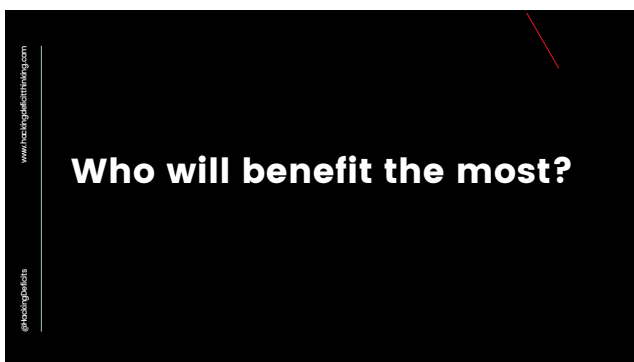
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Who will benefit the least?

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#7 Leverage social capital and resources

increase capacity. Collective strengths. Relationships matter

77

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WHAT COMMUNITY PARTNERSHIPS LOOKS LIKE IN ACTION

Dr. Byron McClure (@byronmclure) · Aug 22, 2018

Thanks to @jessiewhite @DCPSCharterSchools and @BordenCCPS for visiting us at @WacoStateHigh today. You all are welcome back anytime to see how we are implementing SEL, Restorative Practices, & Trauma-Informed Practices to support our students. #WacoHigh

5 10 38

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**WHAT
COMMUNITY
PARTNERSHIPS
LOOKS LIKE IN
ACTION**



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**WHAT
COMMUNITY
PARTNERSHIPS
LOOKS LIKE IN
ACTION**



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SHARING IS CARING! PROVIDE MENTAL HEALTH RESOURCES

NASP

NAMI

Boris Lawrence Henson Foundation

Therapy for Black Girls

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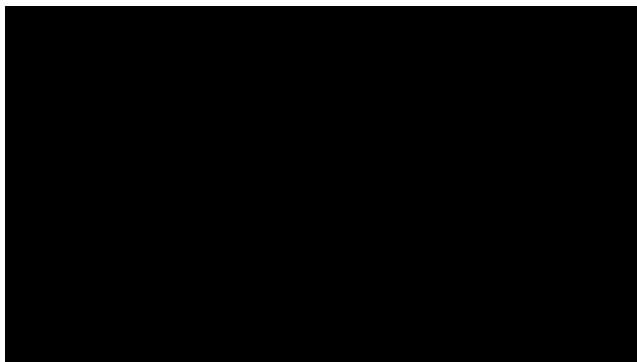
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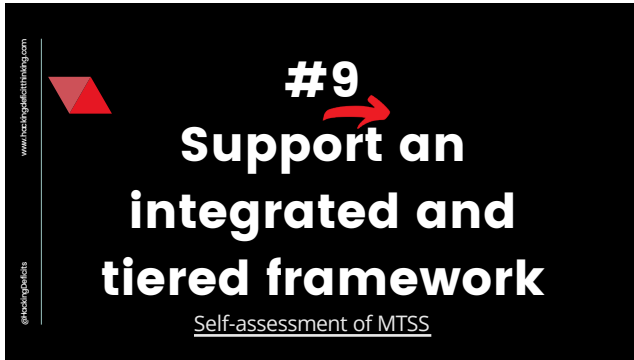
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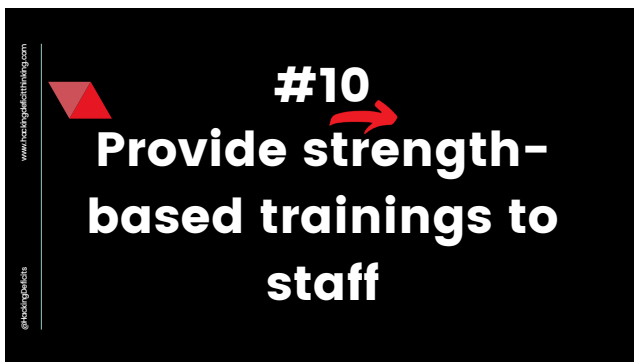
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“

The secret of change is to focus all of your energy, not on fighting the old, but building on the new

~Socrates



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***Bonus**
Get out of the office
and into those SP
streets!

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3 Points

- Your work is urgent (but take care of yourself)
- You can meet the unmet social, emotional, and behavioral needs of children
- SPs must use their expertise to influence systemic change in a strength-based way!

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LET'S STAY IN TOUCH

Hacking Deficit Thinking Book Available Now!
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Submit your information here to speak to a member of our team!

7 MINDSETS

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