

Reimagining School Psychologists as Healers

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International School Psychology Association –
Annual Conference

8 July, 2023

@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.

The Washington Post
Democracy Dies in Darkness

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.

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.



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

AXIOS Q Lo

Jun 20, 2023 - World

Global number of displaced children reaches record high



Ivana Saric

ALJAZEERA LIVE

News | Education

Afghanistan school year starts without millions of teenage girls

Since the Taliban's takeover in 2021, only girls aged 12 and under have been allowed to go to school.



Taliban officials have justified the school ban and curbs on women's freedom due to the lack of a 'safe environment' [File: Stringer/Reuters]

23 Mar 2023

Times PREMIUM ☾

Achieve more with BUA CEMENT
The New King of Strength



Out-of-school children

Discrimination against children affecting their rights to education, health — UNICEF

The UNICEF chief said every child has the right to be included and protected, and to have an equal chance to reach full potential

By Nike Adebowale-Tambe — November 21, 2022

New Indian Textbooks Purged of Muslim History and Hindu Extremism

The changes removed or shrank references to material that the governing party of Prime Minister Narendra Modi finds inconvenient to its Hindu-first vision.



Students looking through textbooks at a public primary school in Hyderabad, India, last year. Noah Seelam/Agence France-Presse — Getty Images

By **Subhasini Raj**
Reporting from New Delhi

April 6, 2023

ILO International Labour Organization

Search ilo.org Q

In this section... ⌵

Joint ILO-UNICEF report

Number of children without critical social protection increasing globally

Multiple crises set to plunge more children into poverty creating an urgent need to scale-up social protection, new joint ILO-UNICEF report warns.

CISION PR Newswire ☎ Q

For third year running, hunger and risk levels increase for refugee children worldwide, warns World Vision

NEWS PROVIDED BY
World Vision U.S. →
15 Jun, 2023, 14:42 ET

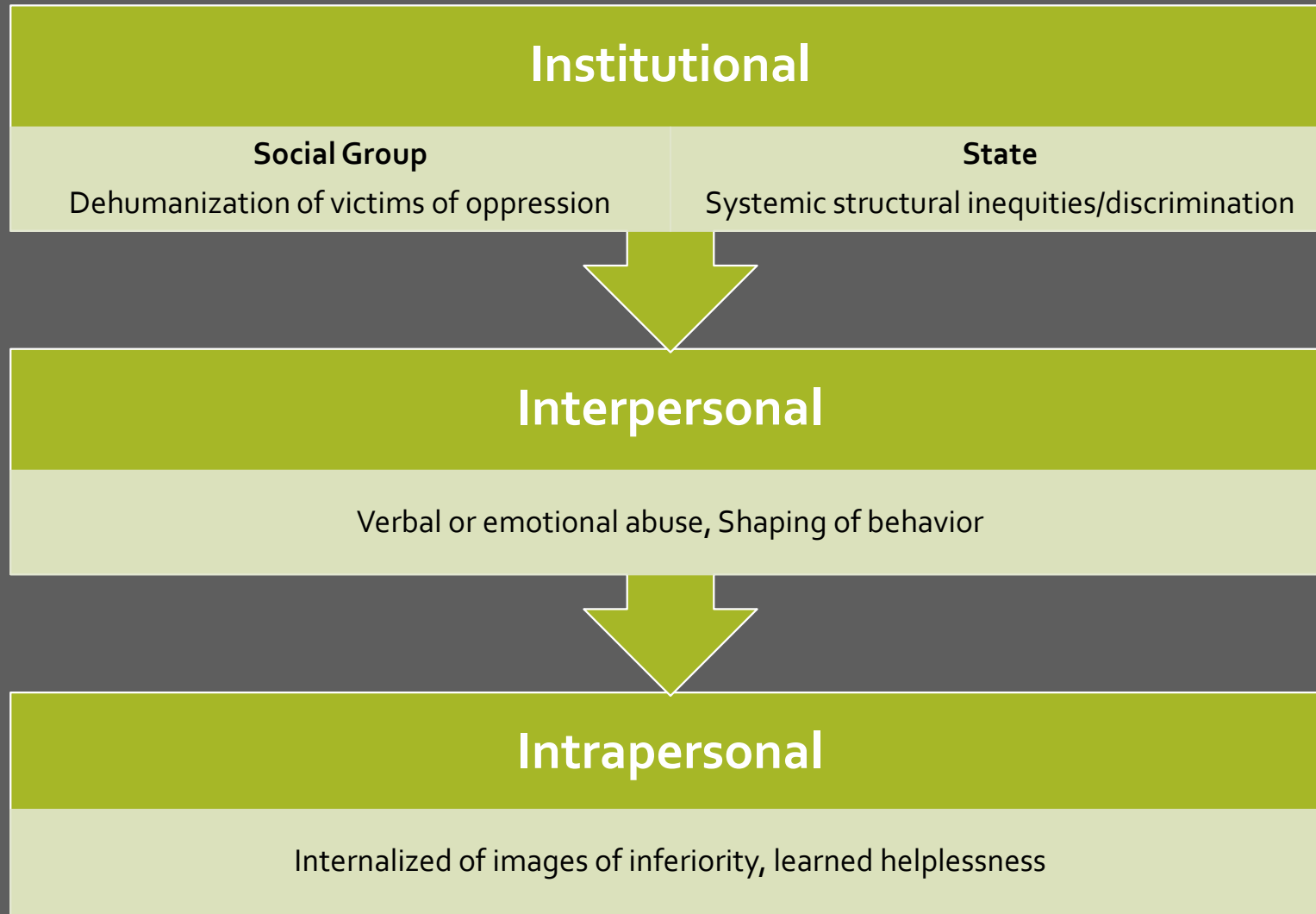
“Oppression entails a state of asymmetric power relations characterized by domination, subordination, and resistance, where the dominating persons or groups exercise their power by restricting access to material resources and by implanting in the subordinated persons or group.”

(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.

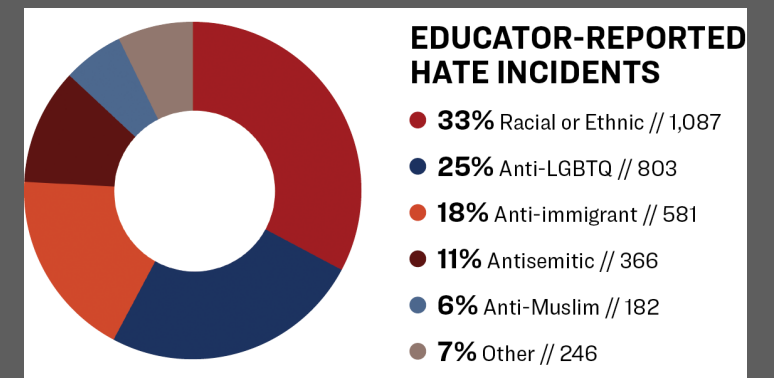
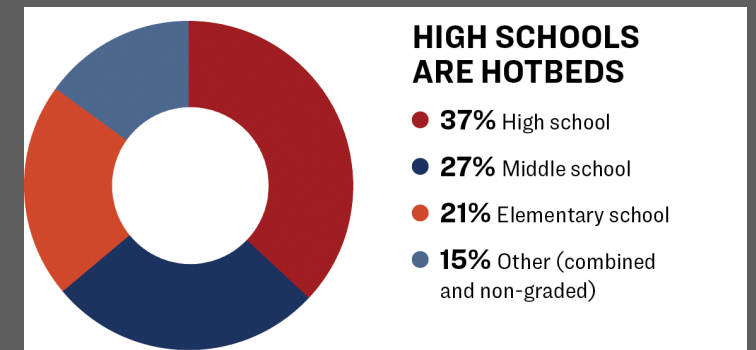




Levels of
Oppression
(Prilleltensky & Gonick, 1996)

Hate at School

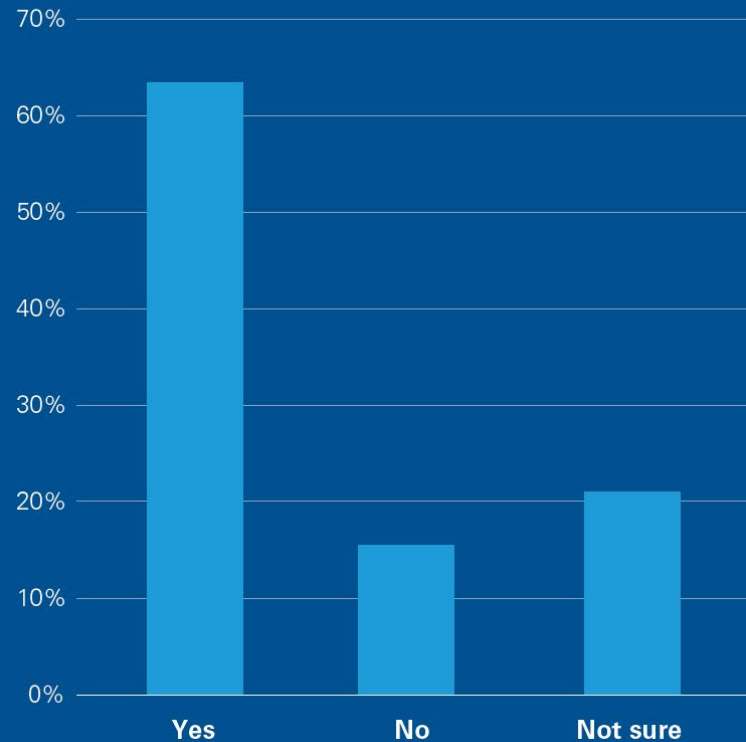
(A Report of the Southern Poverty Law Center, 2019)



Rights Denied: The Impact of Discrimination on Children

(UNICEF, 2022)

Is discrimination common in your environment (e.g., schools, community, workplace, etc.)?



63

per cent

of respondents say
discrimination is common in
their environments such as
school, community or workplace



**National
origin**

(20 per cent)



Age

(17 per cent)



**Gender
identity**

(15 per cent)

are cited as major reasons for discrimination

What are Microaggressions?

Microaggressions are “brief, everyday exchanges that send denigrating messages to people of color because they belong to a racial minority group...often unconsciously delivered in the form of subtle snubs, dismissive looks, gestures, and tones.”

Sue et al., 2007, p. 273

MICROAGGRESSIONS

Wow, you're
really articulate.

Where are you
really from?

You're a much better
driver than I expected.



School Policies Vulnerable to Bias

Discipline Referrals

Dress Codes

Special Education Referrals

Access to Honors/AP Classes

Suspension/Expulsion Decisions



Educational Disparities in the United States

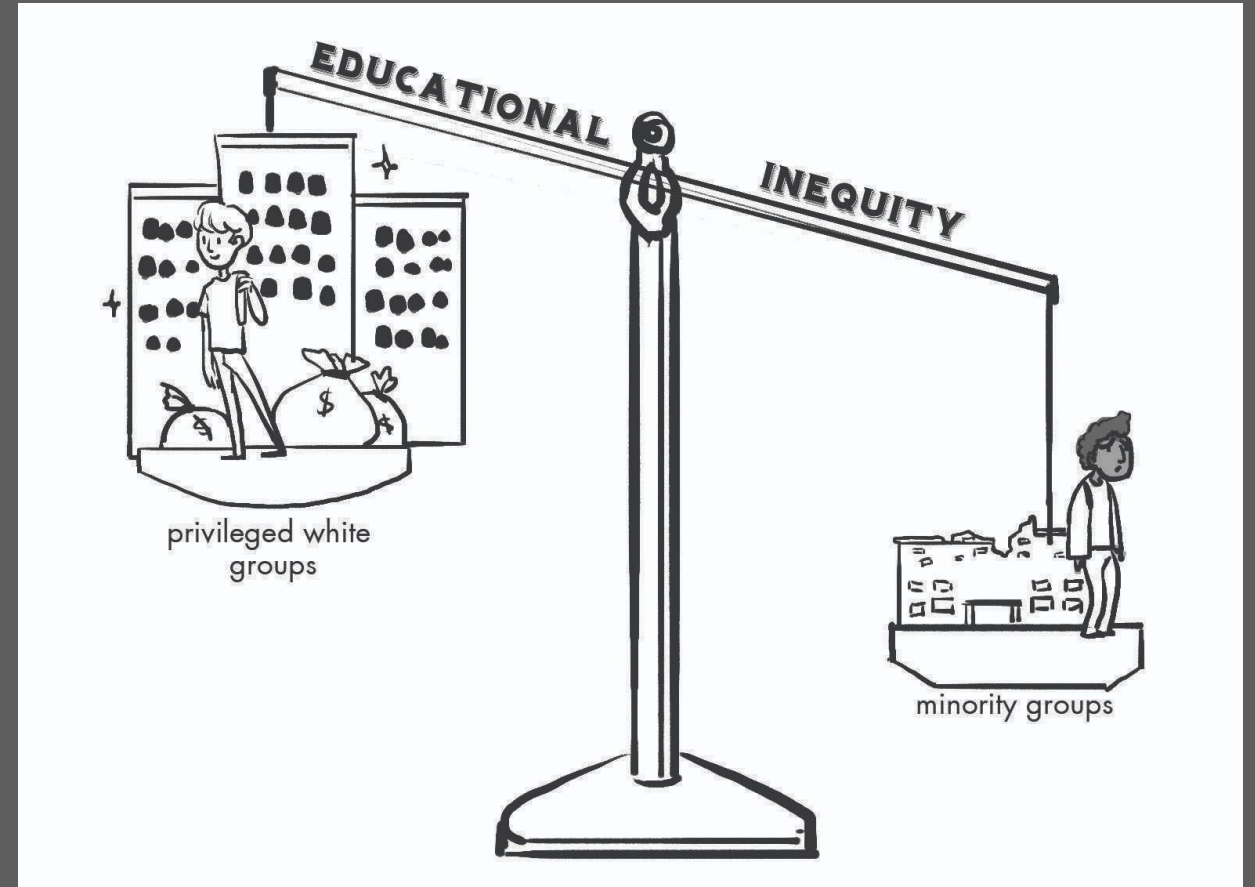
Academic Achievement

Dropout and Graduation Rates

Gifted and Talented Programs

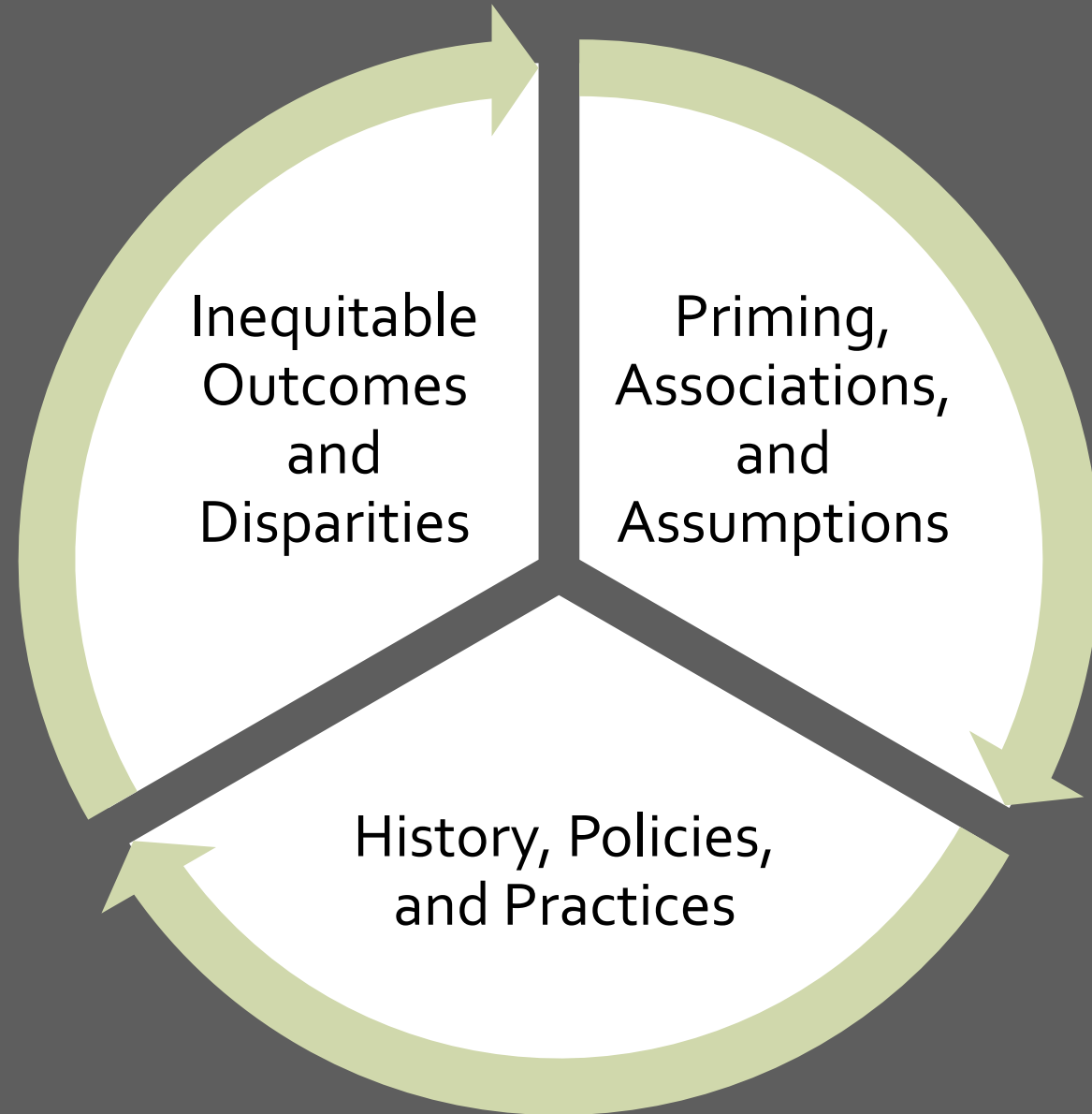
School Discipline

Enrollment in Higher Education



Cycle of Oppression

(National Equity Project)



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

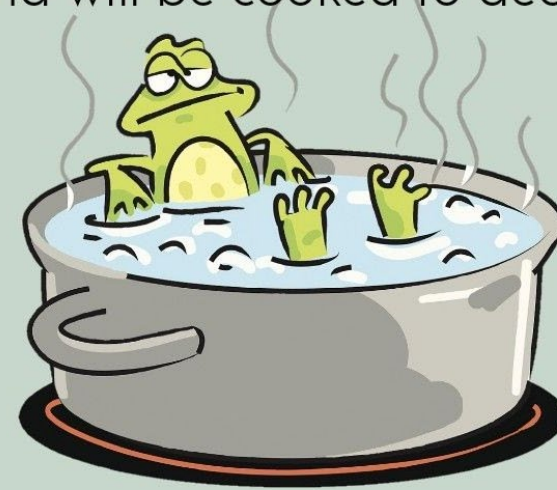
Relationship between the individual and perpetrator of oppression

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

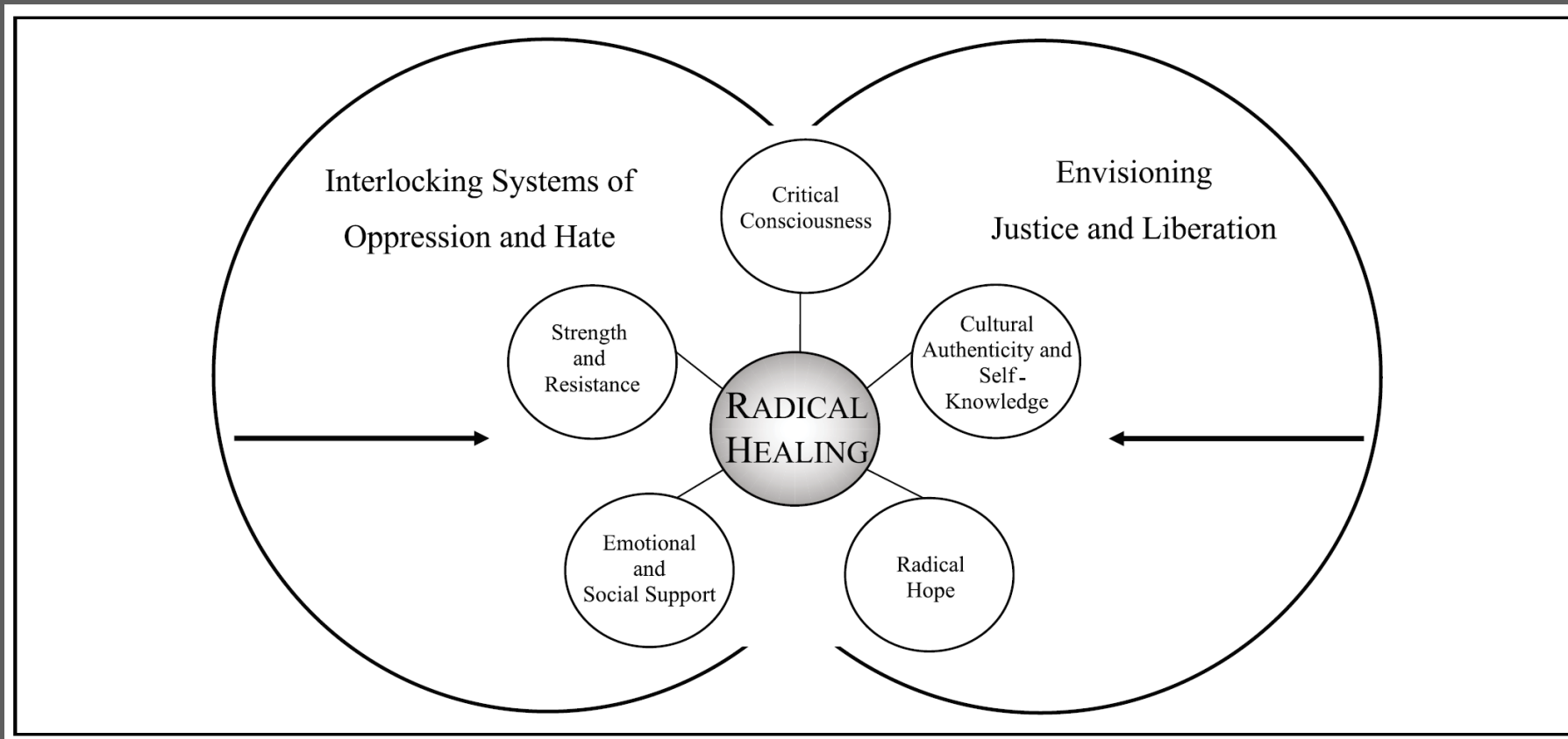
Inspiring them to take action to create the world in which they want to live



United Nations Convention on the Rights of the Child (1989)

“The Convention says childhood is separate from adulthood, and lasts until 18; it is a special, protected time, in which children must be allowed to grow, learn, play, develop and flourish with dignity.”

1 -18 DEFINITION OF A CHILD	2 NO DISCRIMINATION	3 BEST INTERESTS OF THE CHILD	4 MAKING RIGHTS REAL	5 FAMILY GUIDANCE AS CHILDREN DEVELOP	6 LIFE, SURVIVAL AND DEVELOPMENT	7 NAME AND NATIONALITY
8 IDENTITY	9 KEEPING FAMILIES TOGETHER	10 CONTACT WITH PARENTS ACROSS COUNTRIES	11 PROTECTION FROM KIDNAPPING	12 RESPECT FOR CHILDREN'S VIEWS	13 SHARING THOUGHTS FREELY	14 FREEDOM OF THOUGHT AND RELIGION
15 SETTING UP OR JOINING GROUPS	16 PROTECTION OF PRIVACY	17 ACCESS TO INFORMATION	18 RESPONSIBILITY OF PARENTS	19 PROTECTION FROM VIOLENCE	20 CHILDREN WITHOUT FAMILIES	21 CHILDREN WHO ARE ADOPTED
22 REFUGEE CHILDREN	23 CHILDREN WITH DISABILITIES	24 HEALTH, WATER, FOOD, ENVIRONMENT	25 REVIEW OF A CHILD'S PLACEMENT	26 SOCIAL AND ECONOMIC HELP	27 FOOD, CLOTHING, A SAFE HOME	28 ACCESS TO EDUCATION
29 AIMS OF EDUCATION	30 MINORITY CULTURE, LANGUAGE AND RELIGION	31 REST, PLAY, CULTURE, ARTS	32 PROTECTION FROM HARMFUL WORK	33 PROTECTION FROM HARMFUL DRUGS	34 PROTECTION FROM SEXUAL ABUSE	35 PREVENTION OF SALE AND TRAFFICKING
36 PROTECTION FROM EXPLOITATION	37 CHILDREN IN DETENTION	38 PROTECTION IN WAR	39 RECOVERY AND REINTEGRATION	40 CHILDREN WHO BREAK THE LAW	41 BEST LAW FOR CHILDREN APPLIES	42 EVERYONE MUST KNOW CHILDREN'S RIGHTS
43-54 HOW THE CONVENTION WORKS	CONVENTION ON THE RIGHTS OF THE CHILD					



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

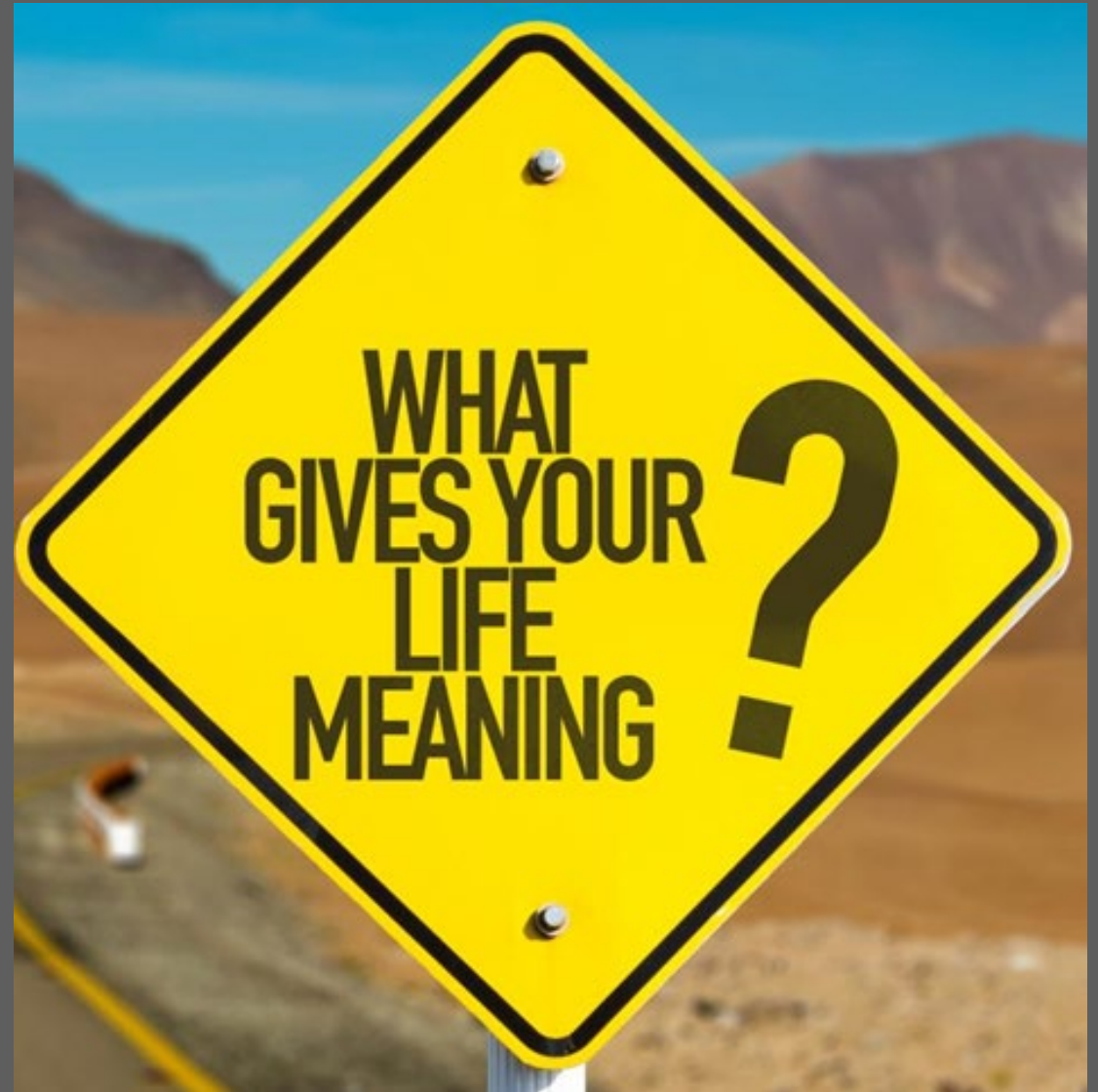
Critical Consciousness

(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



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)

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

ADDRESSING Cultural Influences

(Hays, 1996, 2008)

Cultural Influence	Dominant Group	Nondominant or Minoritized Group
<u>A</u> ge and generational influences	Young and middle-aged	Children, older adults
<u>D</u> evelopmental or other <u>D</u> isability	Nondisabled people	People with cognitive, intellectual, sensory, physical, and psychiatric disabilities
<u>R</u> eligion and spiritual orientation	Christian and secular	Muslims, Jews, Hindus, Buddhists, and other religions
<u>E</u> thnic and racial identity	European Americans	Asian, South Asian, Latinx, Pacific Islander, African, Arab, African American, Middle Eastern, and multiracial people
<u>S</u> ocioeconomic status	Upper and middle class	People of lower status by occupation, education, income, or inner city or rural habitat
<u>S</u> exual orientation	Heterosexuals	People who identify as gay, lesbian, bisexual, asexual, or other sexual orientations
<u>I</u> ndigenous heritage	European Americans	American Indians, Inuit, Alaska Natives, Métis, Native Hawaiians, New Zealand Māori, Aboriginal Australians
<u>N</u> ational origin	U.S.-born Americans	Immigrants, refugees, and international students/workers
<u>G</u> ender/gender identity	Cisgender men	Women and people who identify as transgender or gender non-conforming

Developing Cultural Humility

(Tervalon & Murray-Garcia, 1998)

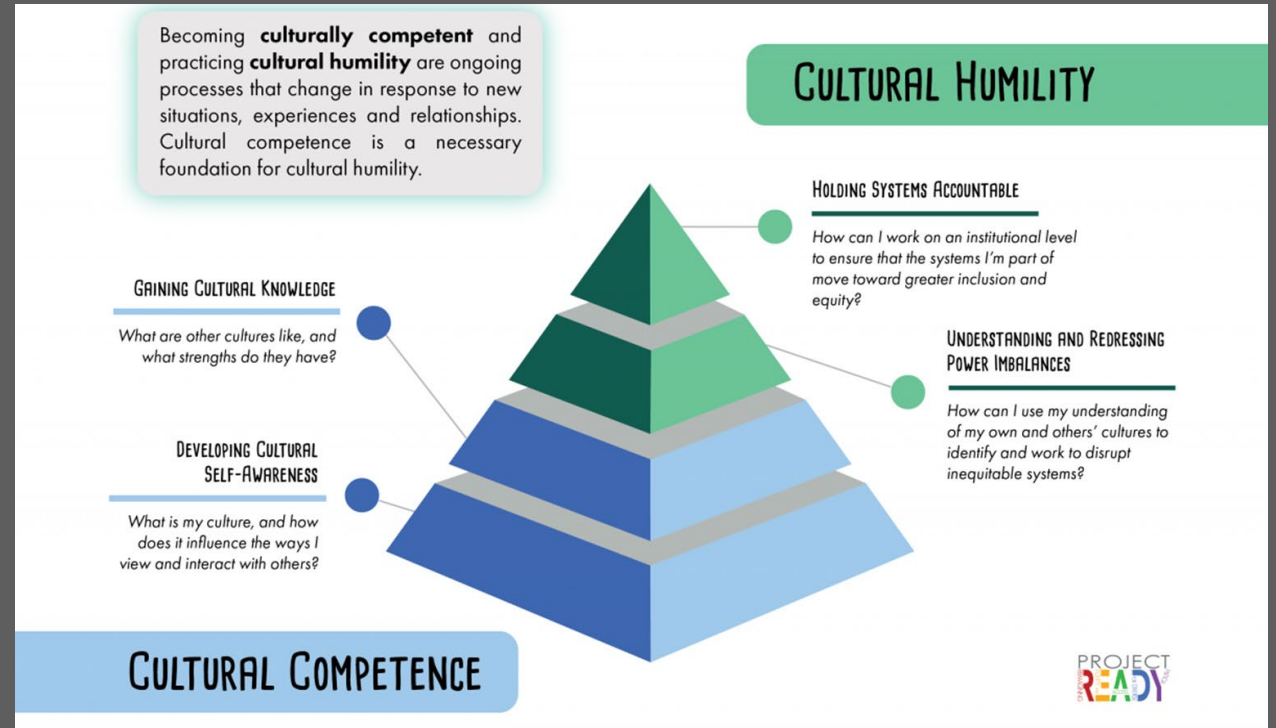
Cultural humility goes beyond the concept of cultural competence to include:

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

Microintervention Strategies

(Sue et al., 2019)

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

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

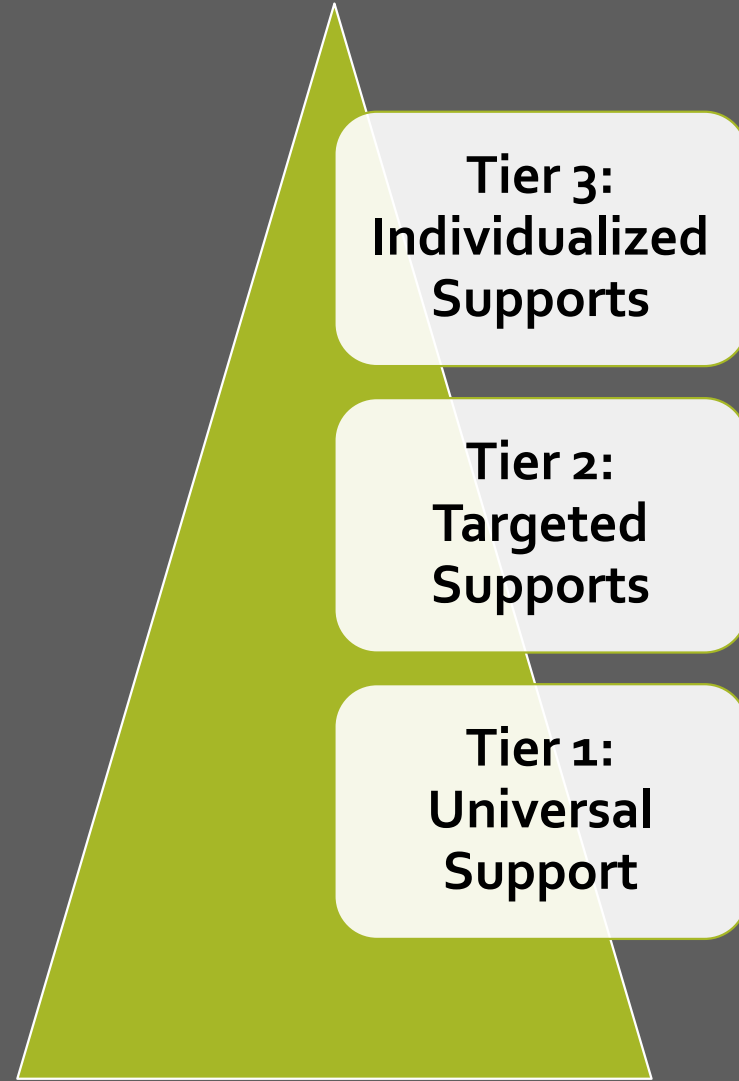
(Skelton, 2012)

Engaging Instruction to Increase Equity

Instructional Strategy	Guiding Questions
Use Explicit Instruction	<ul style="list-style-type: none">• Did I model for the students how to use each step of the task with a practical example?• Did I lead students through doing it on their own?
Build and Prime Background Knowledge	<ul style="list-style-type: none">• Do I have a basic understanding of my students' cultures and how that might affect their background knowledge, participation, or understanding of new knowledge?• How can I make these concepts more relevant for students?
Increase Opportunities to Respond	<ul style="list-style-type: none">• Did I teach the expected correct responses to the educational materials before asking my students to respond independently?• Did I provide an equitable number of opportunities to respond for all student groups (e.g., students of color, students with disabilities, ELL students)?
Provide Performance Feedback	<ul style="list-style-type: none">• Am I providing performance feedback to students in multiple ways appropriate to their needs?• Did I provide specific and contingent praise for academic and social behaviors during instructional time?

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

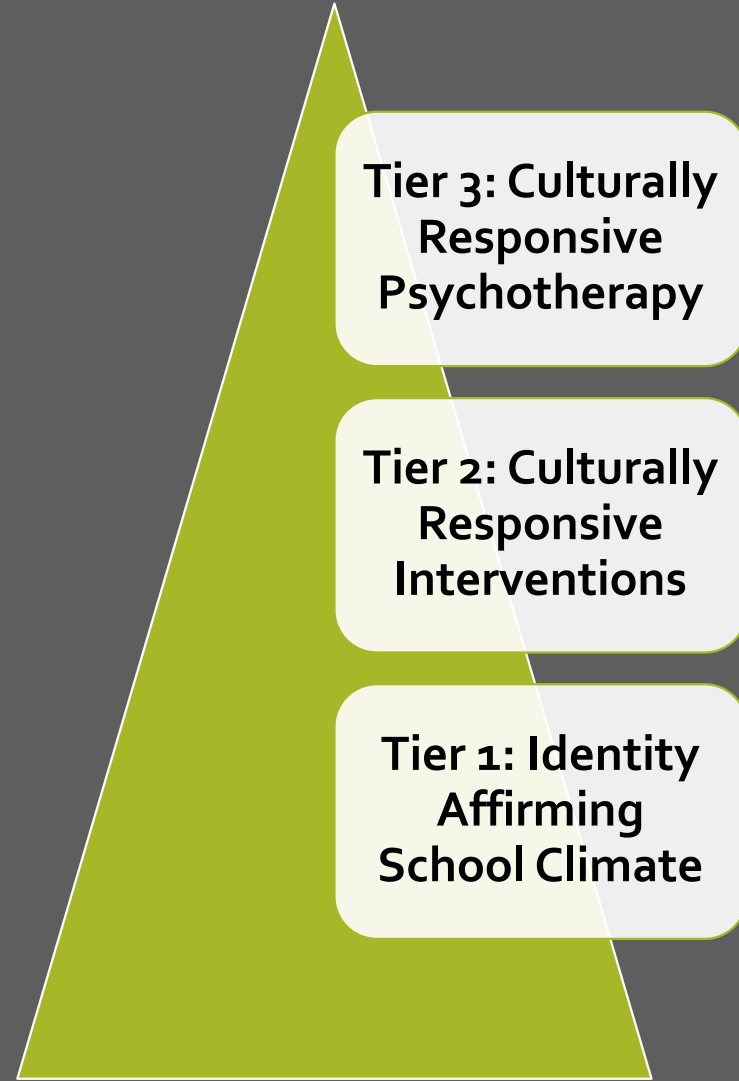
(Fallon et al., 2021)

School

Culturally Responsive School- Based Mental Health

Culturally Responsive Mental Health MTSS

(Malone et al., 2021)



- **Tier 1**

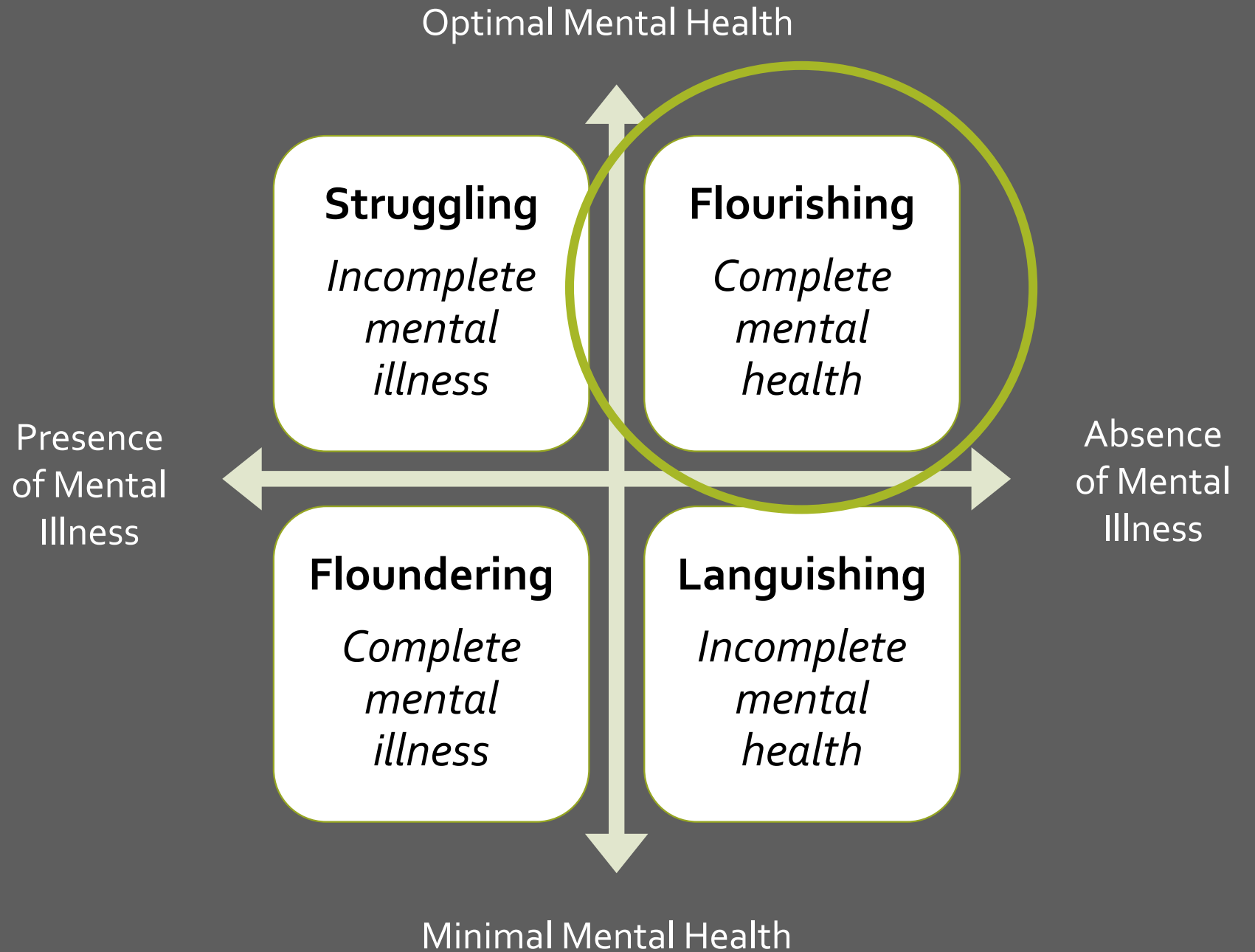
- Creating school climates conducive to marginalized students' well-being and success

- **Tiers 2 and 3**

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

Dual Continua Model of Mental Health

(Keyes, 2014)



Multicultural Interview with Children and Adolescents

(Jones, 2008)

Culturally Adapted Interventions

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

Cultural Adaptations to
Existing Tier 2
Interventions

Culturally Affirming Interventions

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

Racial Socialization

Racial Identity

Social Justice Advocacy

Social Justice Practice... Beyond Cultural Responsiveness

- **Culturally Responsive Practice**
 - Recognition of the importance of cultural identities in the therapeutic relationship
- **Social Justice Practice**
 - Understanding marginalization based on structural identities AND
 - Using advocacy to address systems that marginalize certain groups

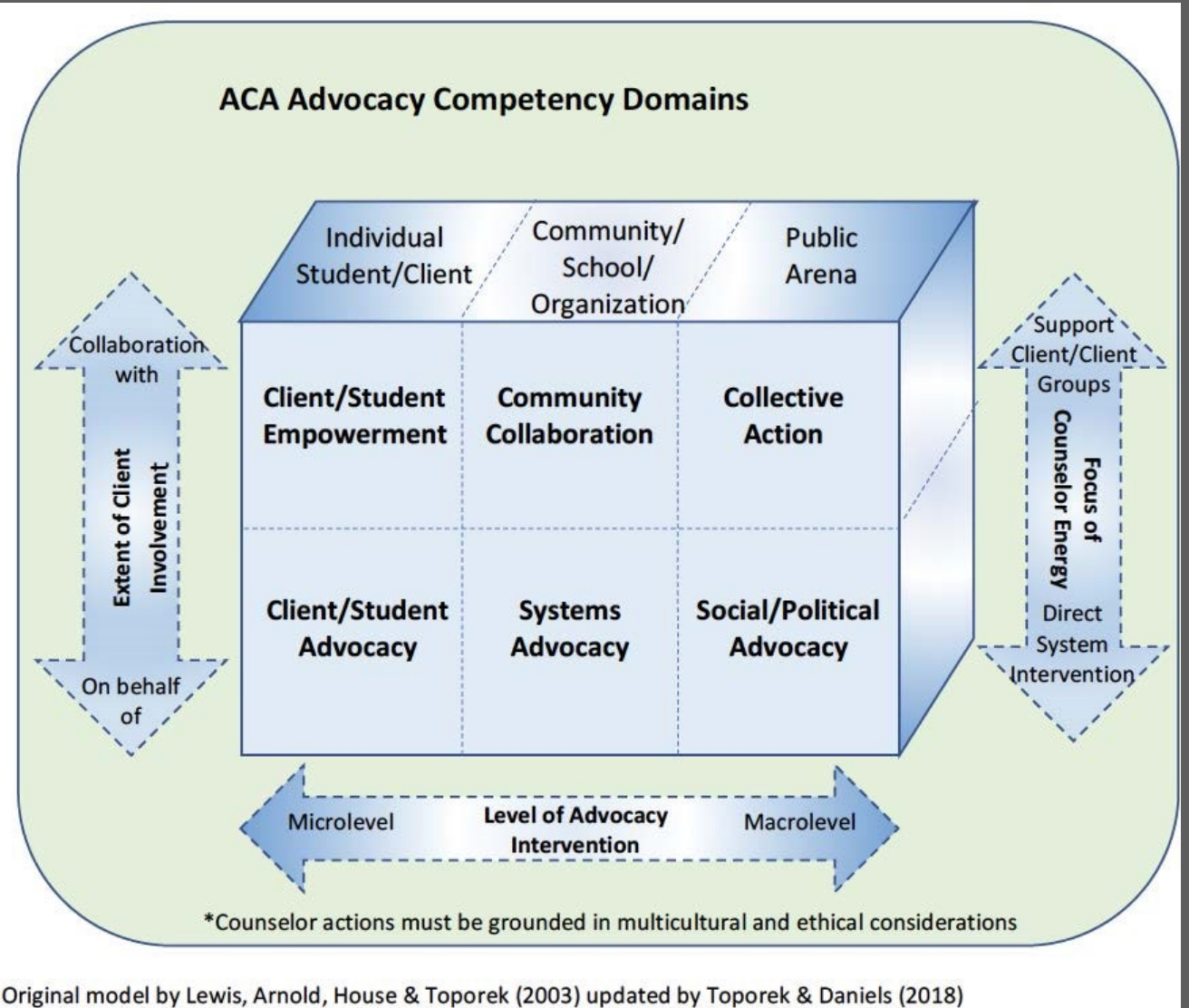


-
- Ongoing self-evaluation
 - Sharing power
 - Creating space for marginalized voices
 - Consciousness raising
 - Focus on strengths
 - Leaving clients with tools

Principles Related to Social Justice Practice

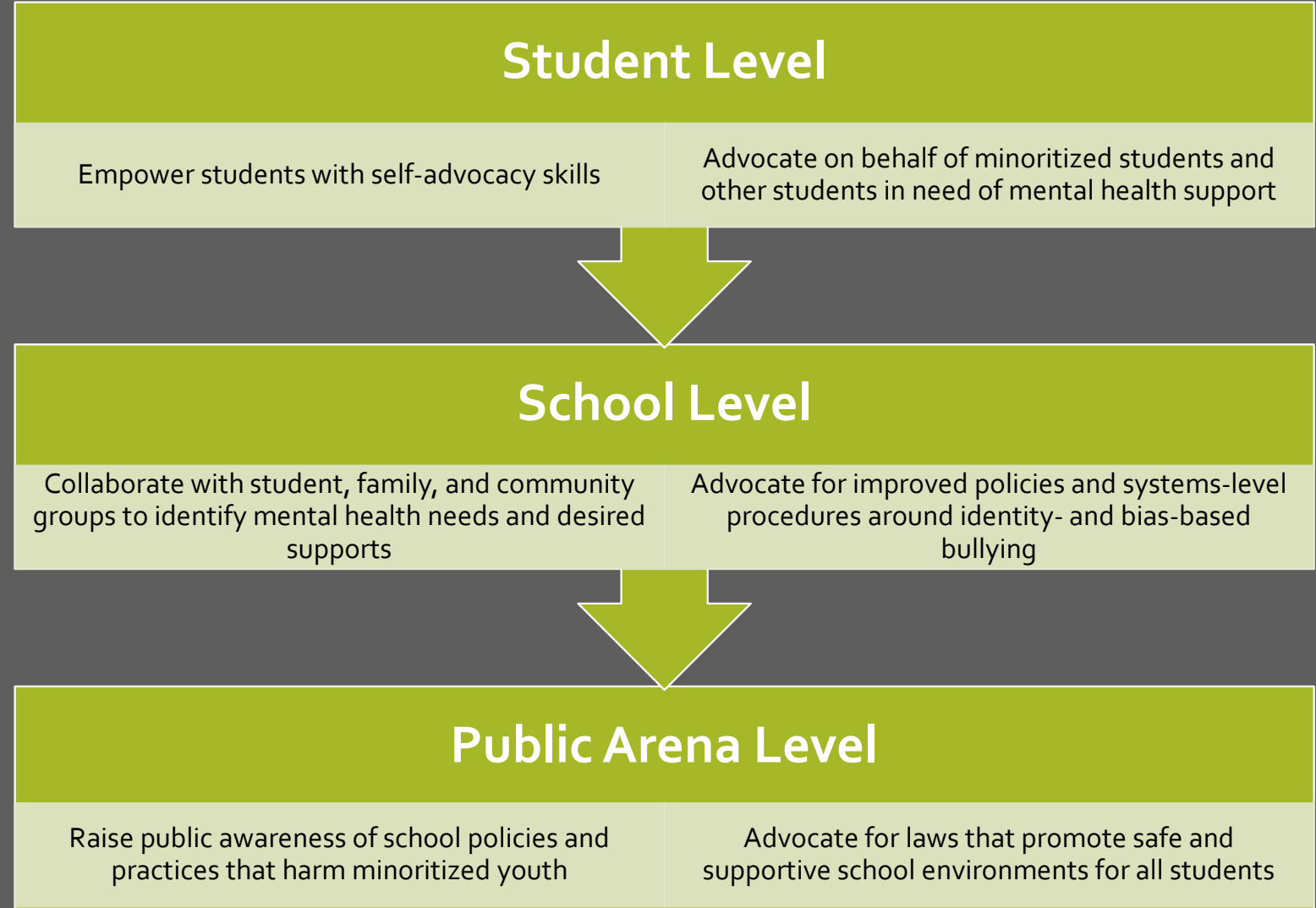
(Goodman et al., 2004)

American Counseling Association (ACA) Advocacy Competencies



Advocacy to Promote Healing

(Based on ACA Advocacy Competencies Model)





Preventing
Discipline
Disparities

Self-
Awareness
and Cultural
Humility



Identity
Affirming
School
Climates



Culturally
Responsive
School-Based
Mental Health

Social Justice
Advocacy



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[Equity and Social Justice Resource List](#)

