

Reimagining School Psychologists as Healers

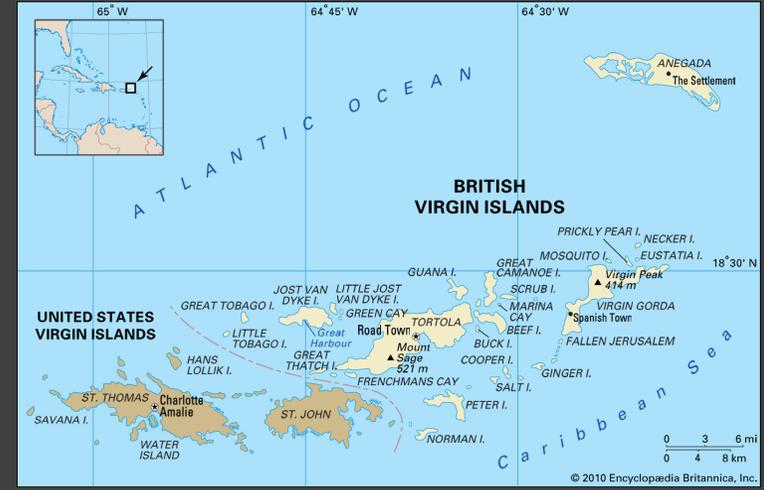
Celeste M. Malone, PhD, MS

Maine Association of School Psychologists –
Fall Conference

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@cmonique1023





Learning Objectives

1

Describe the relationship between oppression and traumatic stress

2

Explain the difference between coping and healing

3

Apply social justice principles to engage in healing-centered school psychology practice

“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.

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

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

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.

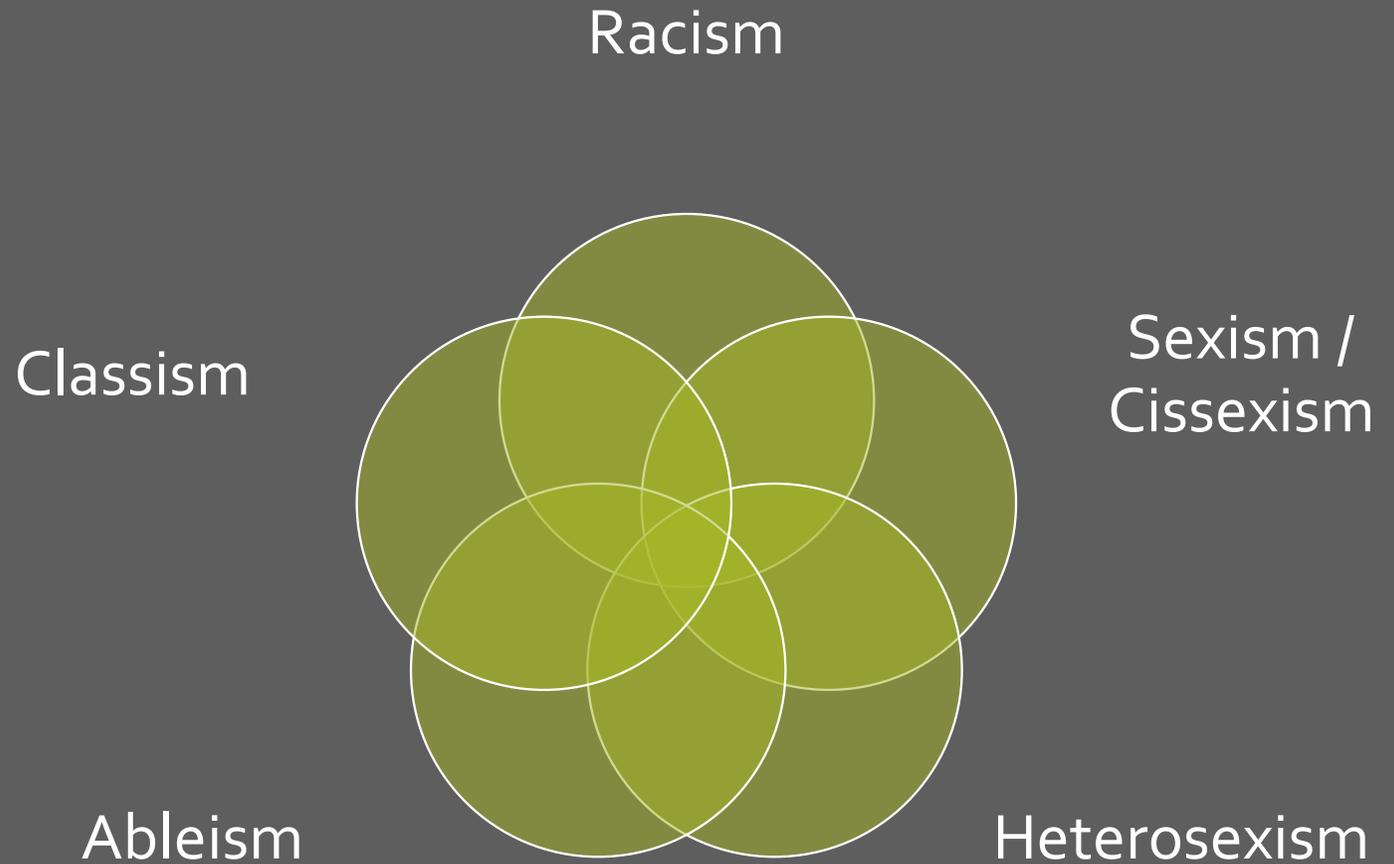


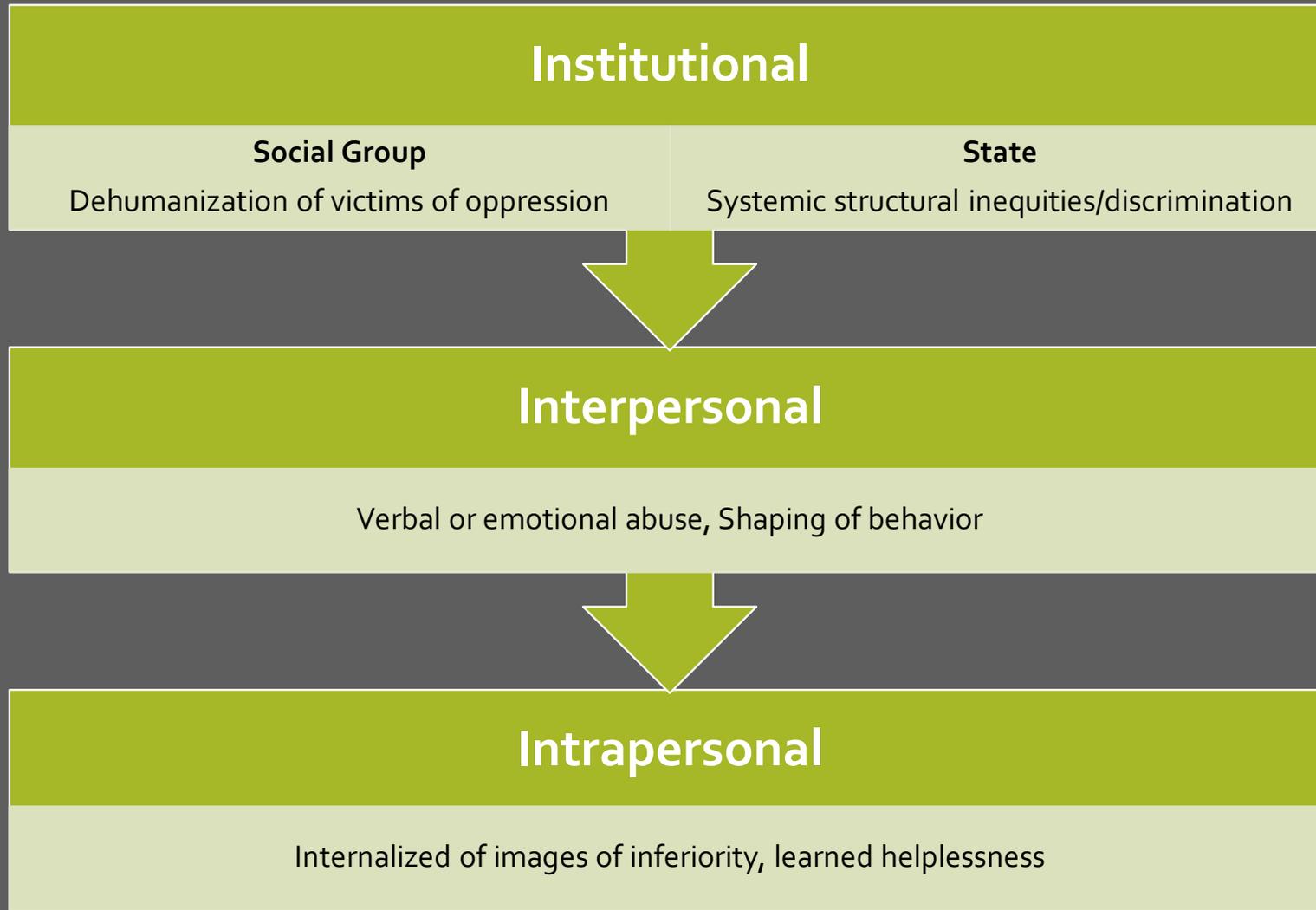
“Oppression entails a state of asymmetric power relations characterized by domination, subordination, and resistance, where the dominating persons or groups exercise their power by restricting access to material resources and by implanting in the subordinated persons or group.”

(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.

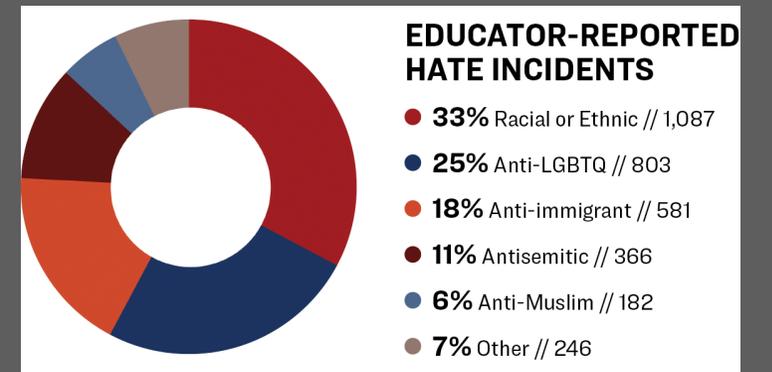
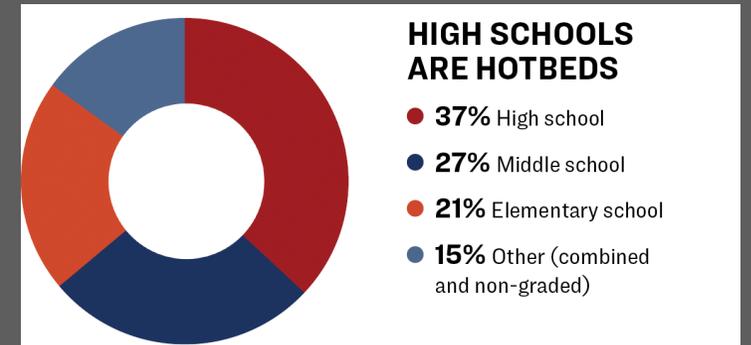




Levels of
Oppression
(Prilleltensky & Gonick, 1996)

Hate at School

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



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.



Students' Experiences with Racial Microaggressions

Coker et al. (2009)

- Black and Latinx students reported significantly more microaggressions than White students
- Association between perceived discrimination and depressive symptoms

Allen (2010)

- Black male students reported feeling invisible to teachers and administrators and, when acknowledged, felt they were treated differently

Henfield (2011)

- Black male adolescents reported experiencing microaggressions under the themes of assumption of deviance, assumed universality of the Black experience, and assumed superiority of White cultural values/communication styles

Kohlil & Solorzano (2012)

- Qualitative study exploring microaggressions towards racial/ethnic minority students in K-12 schools related to their names

Balgana, Young, & Smith (2013)

- Adolescent Latinx students reported being the target of overt racism and microaggressions from peers
- Engaged in maladaptive behaviors to help with the negative emotions evoked by these experiences

Keels, Durkee, & Hope (2017)

- Black students reported significantly more microaggressions than Latinx students in Academic Inferiority and Expectations of Aggression
- Higher levels of microaggressions reported in schools that were less racially/ethnically diverse

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

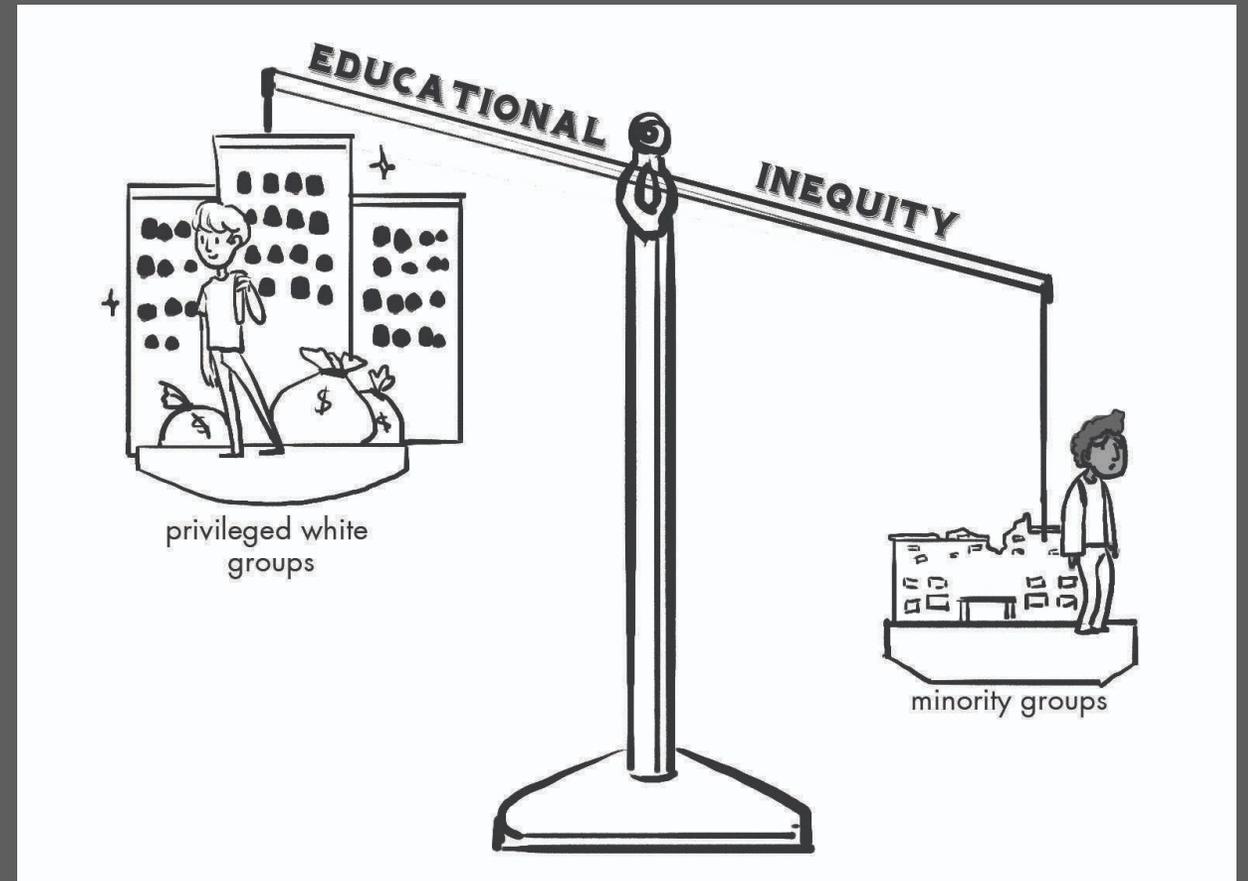
Academic Achievement

Dropout and Graduation Rates

Gifted and Talented Programs

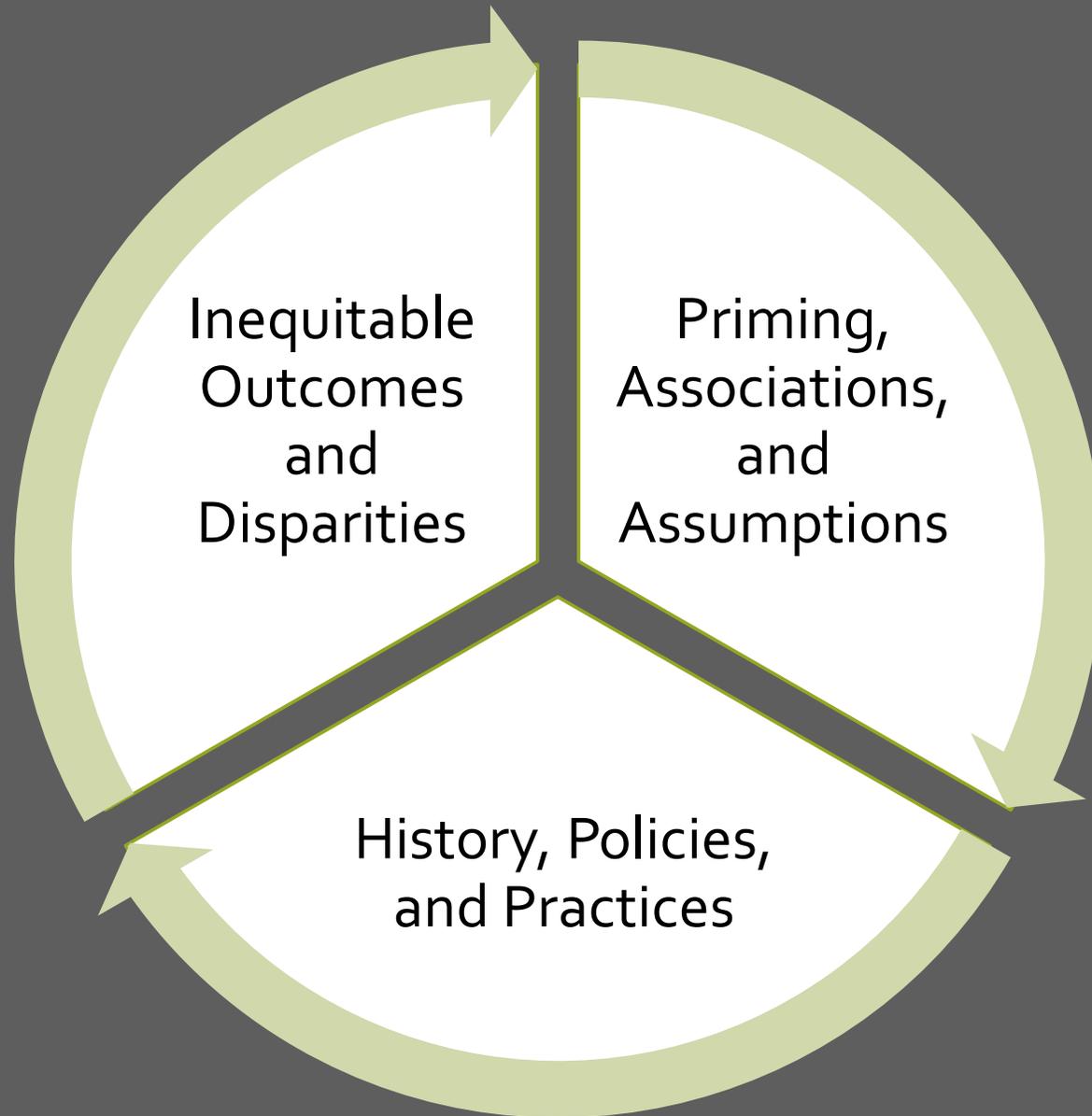
School Discipline

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

Impact of Microaggressions

*(Seaton & Douglass, 2014;
Thompson & Gregory, 2011;
Wong et al., 2003)*

- Perceived discrimination by peers and teachers negatively related to adolescents' reports of achievement motivation, self competency beliefs, psychological resiliency, and self-esteem
 - Everyday experiences of racial discrimination increases likelihood of academic and social-emotional difficulties
- Students who perceive discrimination are less likely to be engaged in their classes
- Daily perceived discrimination frequency predicts same day and next day depressive symptoms

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

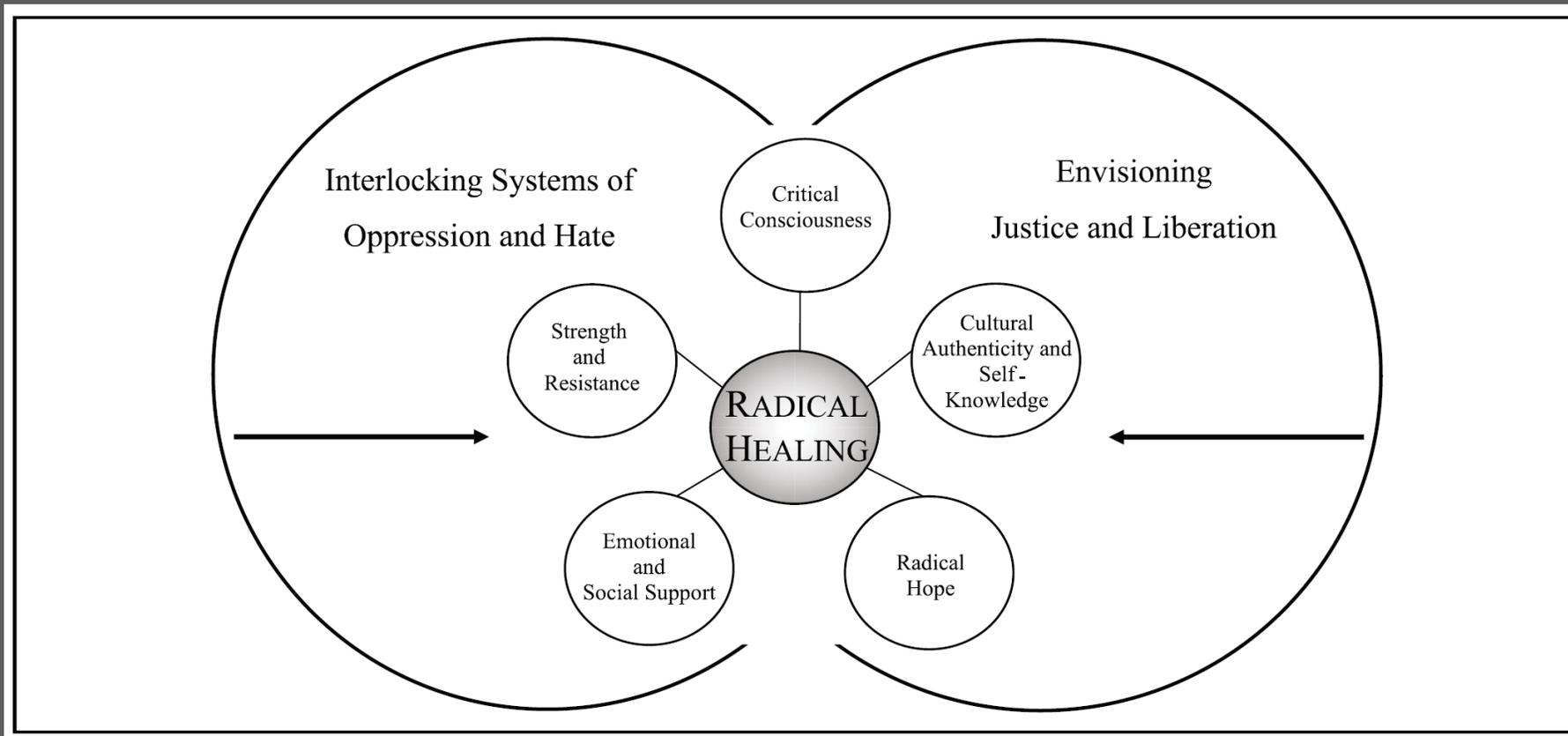
Working towards a brighter future for the collective society

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

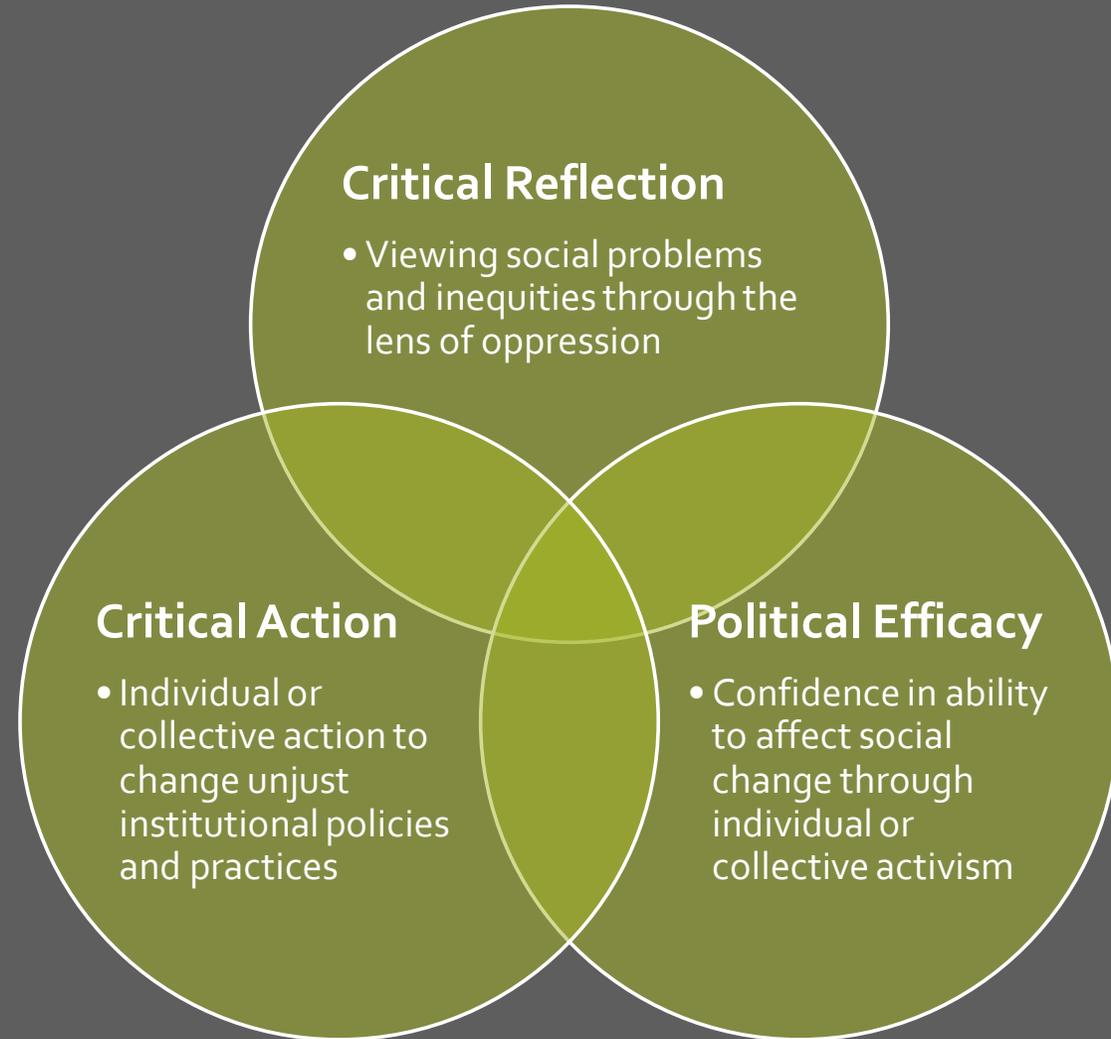




Psychological Framework of Radical Healing (*French et al., 2020*)

Critical Consciousness

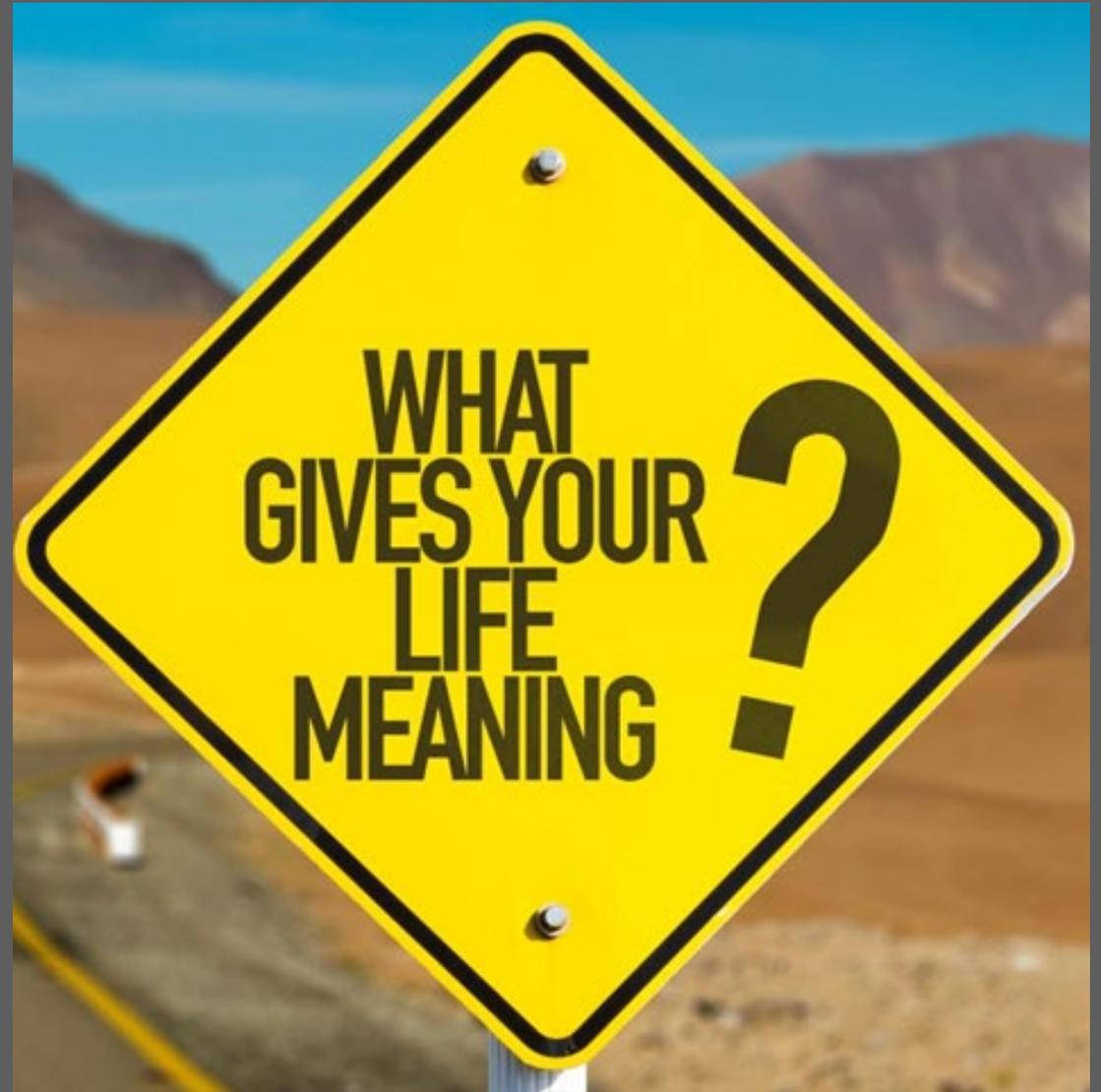
(Watts et al., 2011)



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



What do you think a
healing-centered school
looks like?

<https://padlet.com/celestemmalone/HealingCenteredSchools>



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

Table Talk: Understanding Your Identity

What are three cultural influences that explain or describe your identity?



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

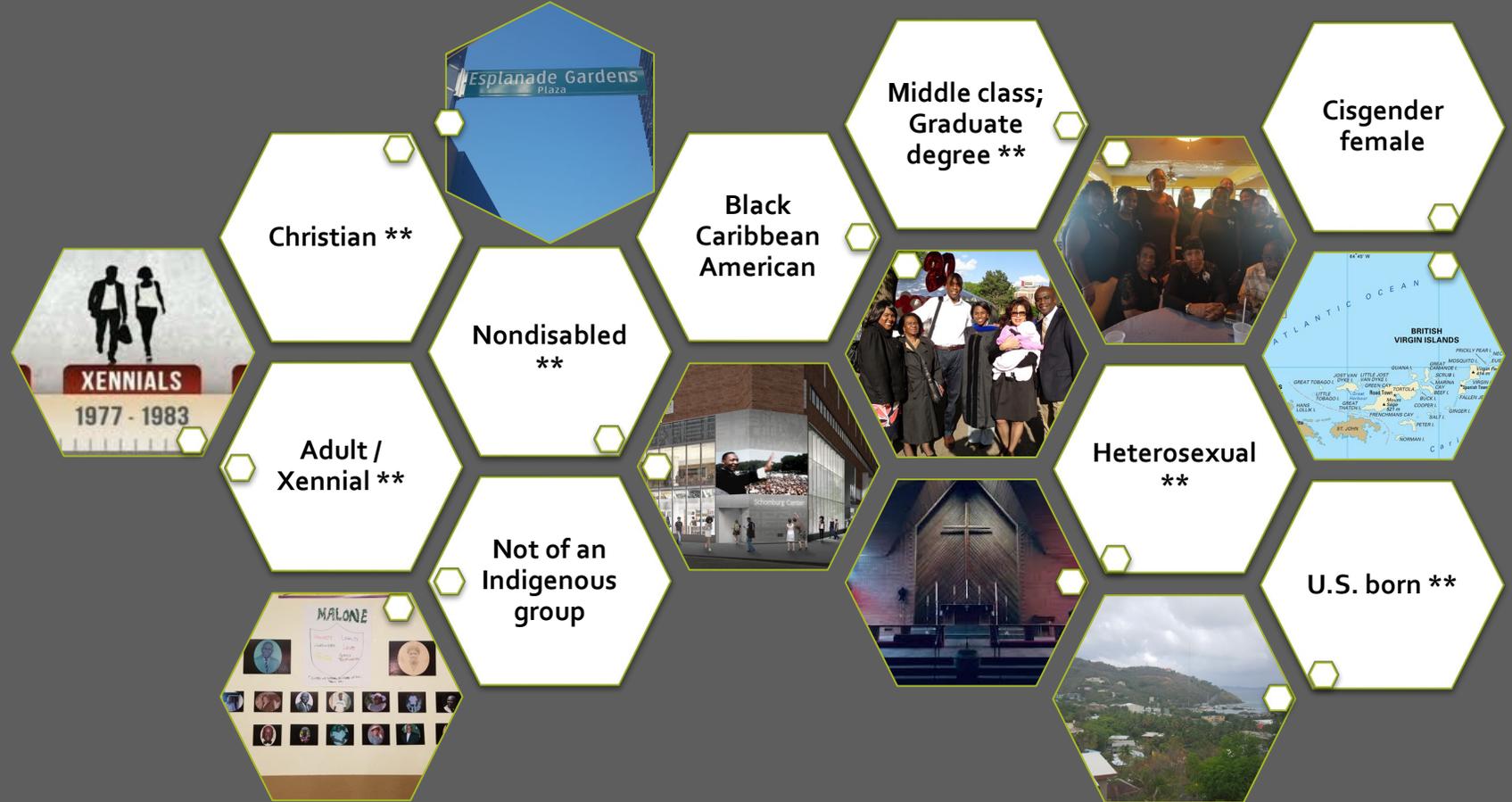
ADDRESSING Cultural Influences

(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 |

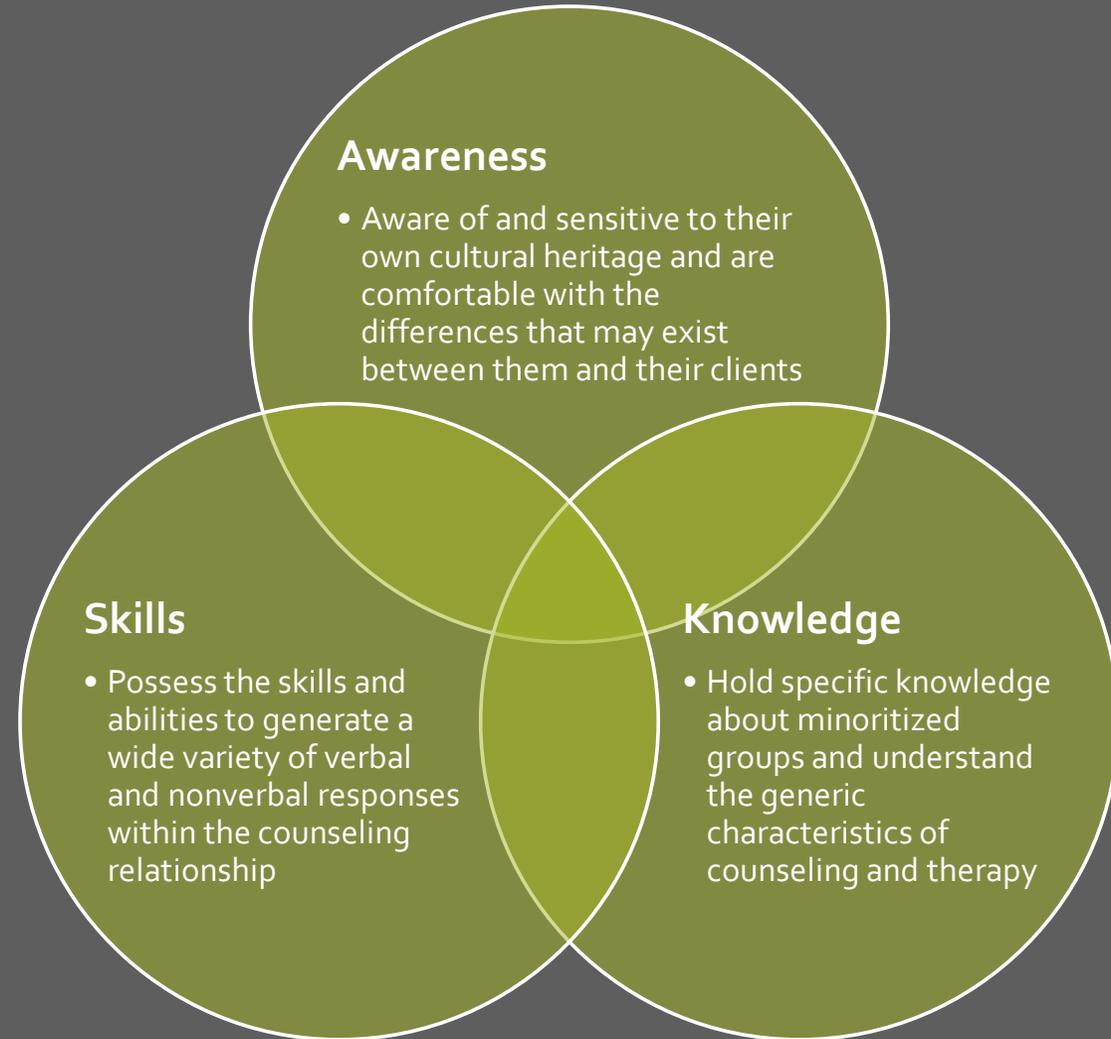
My Cultural Influences

(Based on the ADDRESSING Model by Pamela Hays)



Characteristics of Culturally Competent Clinicians

(Sue et al., 1982)



Developing Cultural Humility

(Tervalon & Murray-Garcia, 1998)

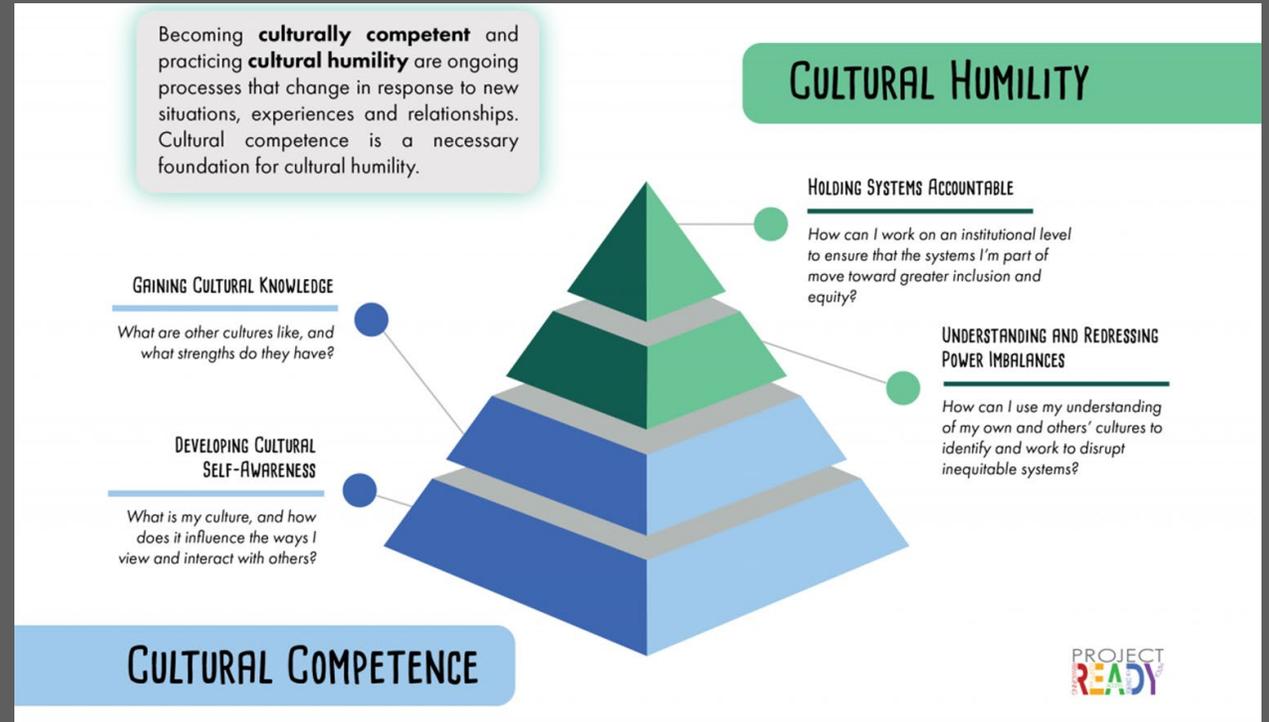
Cultural humility goes beyond the concept of cultural competence to include:

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)

Purpose

- Communicates to targets of microaggressions
 - Validation of their experiential reality
 - Value as a person
 - Affirmation of their racial or group identity
 - Support and encouragement,
 - Reassurance that they are not alone

Strategic Goals

- Make the invisible visible
- Disarm the microaggression
- Educate the offender
- Seek external validation

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



Table Talk: Creating Affirming School Environments

What is one action you can take to affirm marginalized students in your school?

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

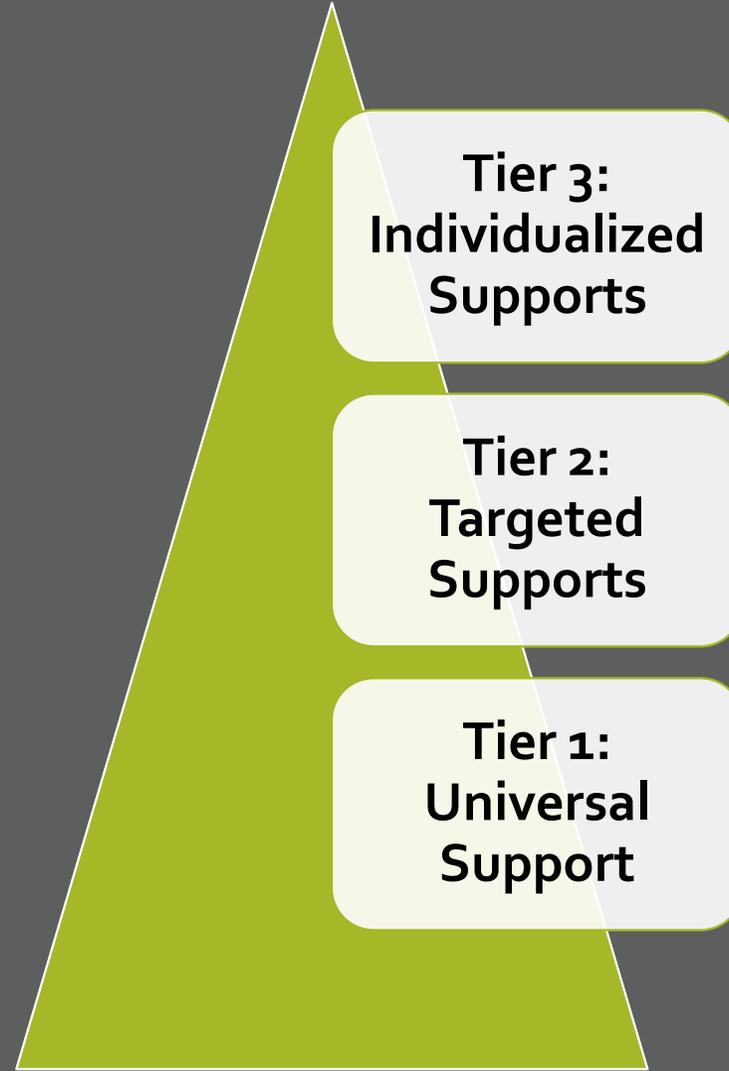
(Skelton, 2012)

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

- 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

Conceptual Model of Disproportionality

(McIntosh et al., 2014)

School Policies

Regular collection and reporting of discipline data disaggregated by race, gender, disability, and other identity categories

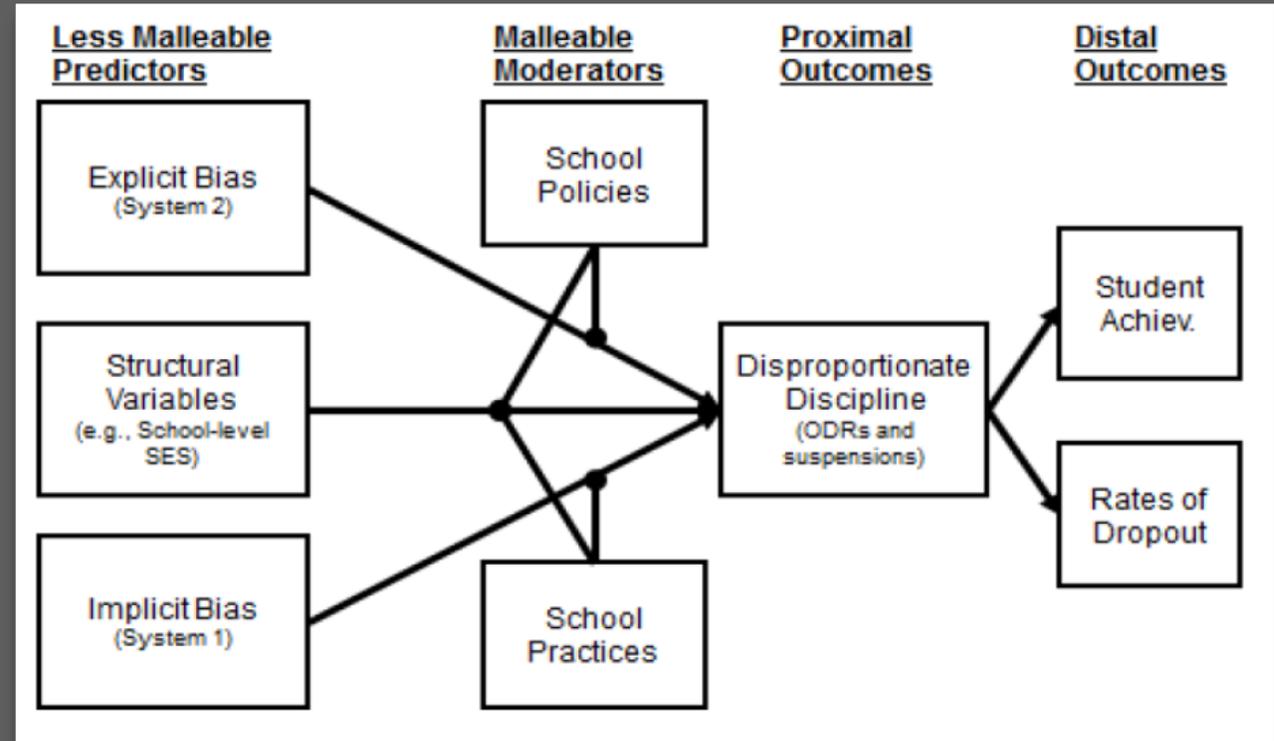
District policies that support equity and have accountability

School Practices

Identify school-specific vulnerable decision points

Reduce ambiguity in discipline procedures

Teach neutralizing routines for vulnerable decision points



Vulnerable Decision Points

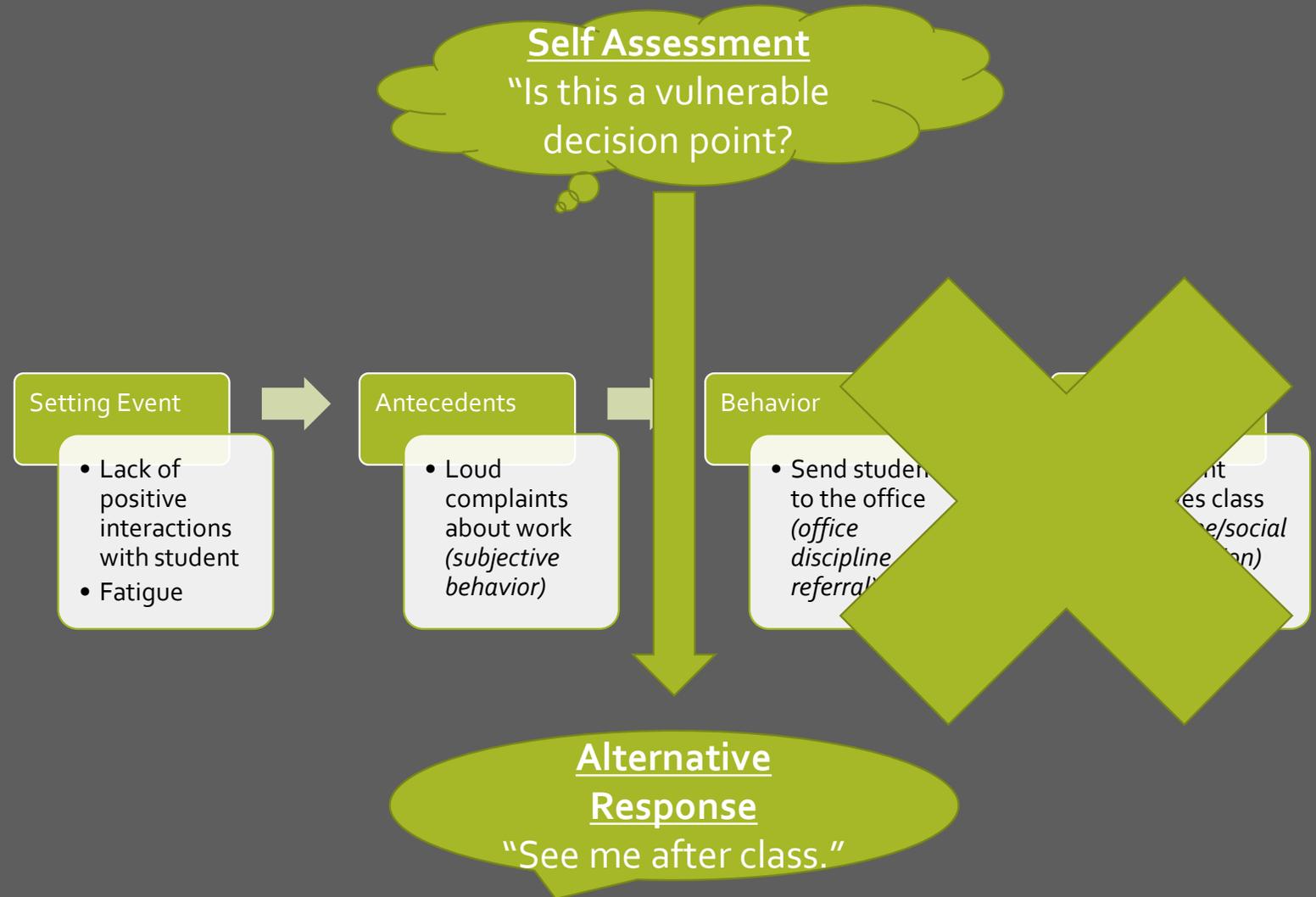
(Smolkowski et al., 2016)

- Contextual events or elements that increase the likelihood of implicit bias affecting discipline decision making
- Two parts
 - Elements of the situation
 - The person's decision state (i.e., internal state)

Vulnerable Decision Points from National Office Discipline Referral Data

- Subjective problem behavior – AMBIGUITY?
 - Defiance, disrespect, or disruption
 - Major vs. minor
- Non-classroom areas – LACK OF CONTACT?
 - Hallways
- Classrooms – DEMANDS? RELEVANCE?
- Afternoons – FATIGUE?

Neutralizing Routines for Reducing Effects of Implicit Bias



Two-Step Neutralizing Routine

When you see a problem behavior, stop and ask yourself...

1. Is this a vulnerable decision point?
 - Situation
 - Decision-state
2. If it is a vulnerable decision point, use an agree upon alternative

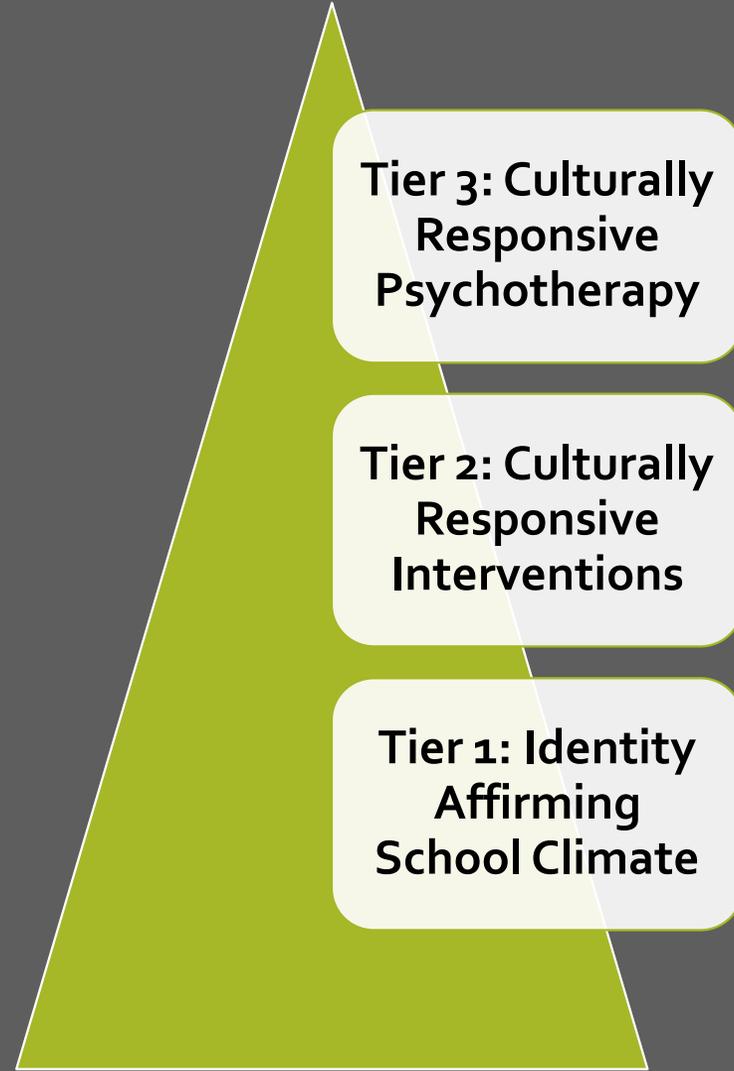
What Makes for a Good Alternative Response?

- Delay
 - "See me after class."
- Pause
 - Think it through before responding
- Use least exclusionary choice
- Speak with student
 - State your confidence in them
 - Ask about their needs privately

Culturally Responsive School- Based Mental Health

Culturally Responsive Mental Health MTSS

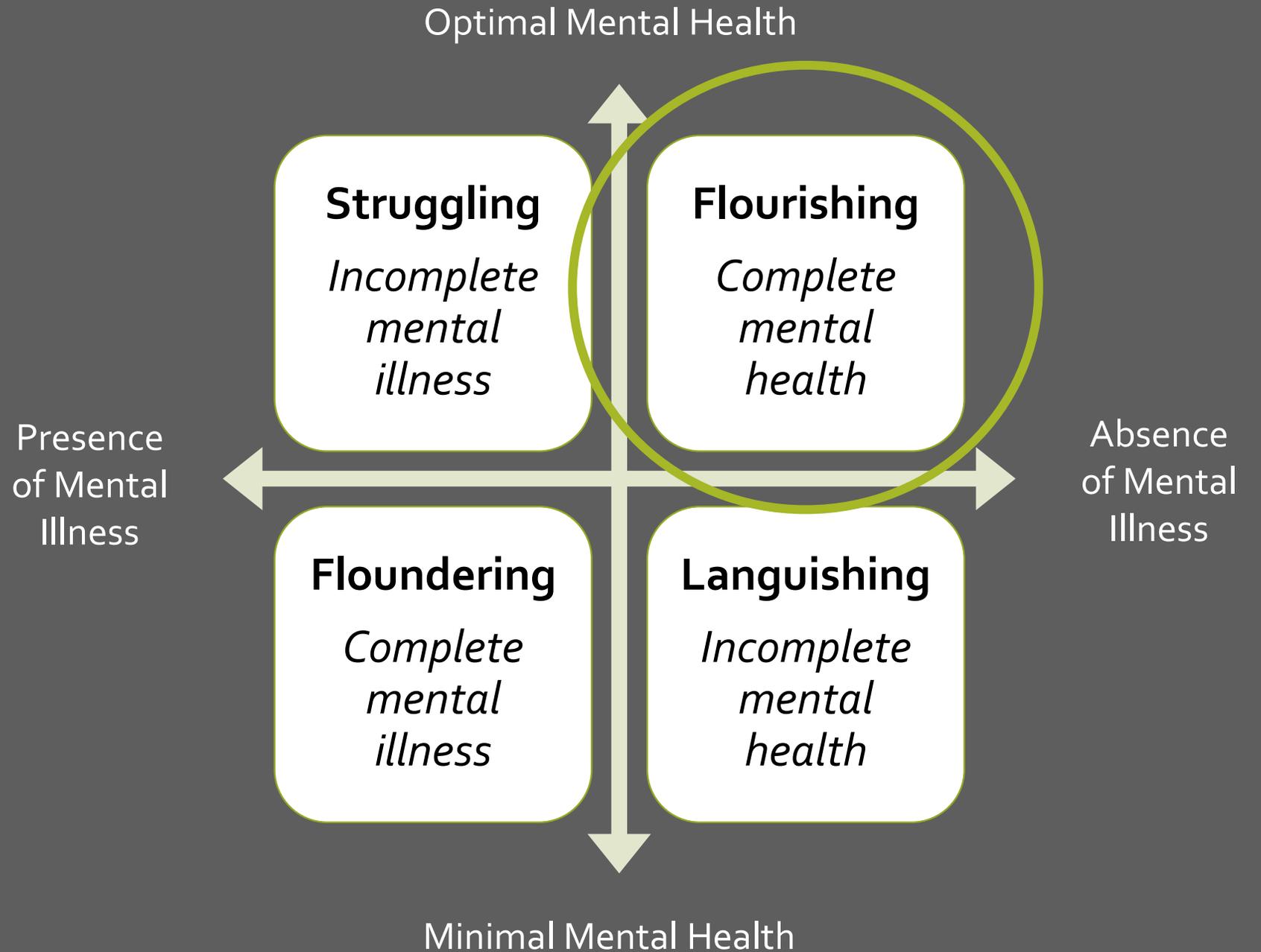
(Malone et al., 2021)



- **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)



Mental Health Screening with the Dual Continua Model

Protective Factors

Racial-ethnic
socialization

Positive sense of
identity

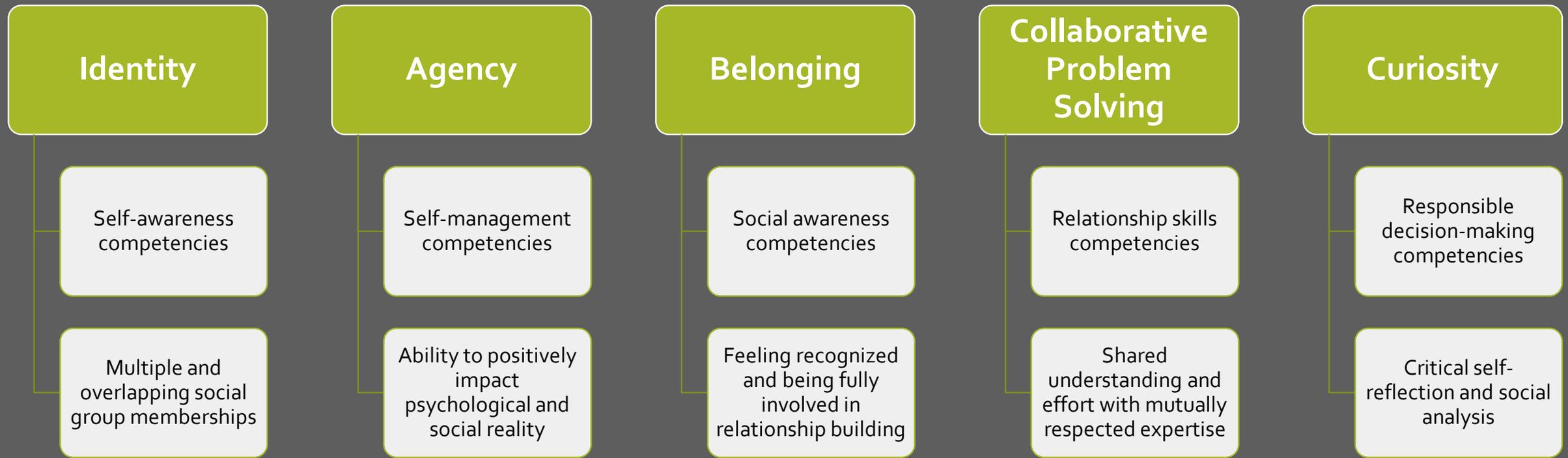
Positive perceptions
of school climate

Discrimination and
microaggressions

Racial stress and
trauma

Acculturative stress

Risk Factors



Transformative Social Emotional Learning

(Jagers et al., 2019)

Multicultural Interview with Children and Adolescents

(Jones, 2008)

Family

- How do you define family? Who is in your family?
- When something bad happens, what does your family say?
- What does your family think about counseling? What do you think about counseling?

Peers

- What are similar characteristics in all of your friends?
- What are some characteristics that make you different from people in your peer group?

Race

- How do you identify yourself in terms of your race?
- How does your race impact relationships with other people?
- How does your race affect your performance in school?

Ethnicity

- What church/mosque/synagogue/temple does your family attend?
- What are some of the differences in how you relate to elderly family members?
- What are some rules about your behavior in the house?

Personal

- What are your greatest strengths? Weaknesses?
- When you are stressed or upset, how do you show it?
- What situations are most stressful for you?

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 interested parties 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

Ecological Validity Model

(Bernal et al., 1995)

Language

- Use of culturally appropriate and culturally syntonic language

Persons

- Consideration of how to address cultural similarities and differences

Metaphors

- Use of cultural symbols and concepts

Content

- Integration of cultural values, customs, and traditions

Concepts

- Conceptualizing problems in a way consistent with client's belief system

Goals

- Frame treatment goals within cultural values, traditions, and customs

Methods

- Use of methods aligned with students' culture

Context

- Recognition of how social, political, and economic contexts affect treatment

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

Incorporating Cultural Influences into the Components of CBT

Environment

- Recognize cultural influences in the environment
- Acknowledge oppressive aspects of the situation
- Validate client's personal experience of oppression

Emotions

- Consider differences in emotional expressiveness
- Consider differences in reporting emotion

Sensations

- Consider somatic expressions of distress
- Consult with physician regarding somatic complaints

Behaviors

- Recognize that culture shapes all behaviors
- Be familiar with culture-bound syndromes

Cognitions

- Consider cultural values that affect perceived options
- Consider cultural norms including different definitions of rationality, adaptive/maladaptive behavior, and health

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

Cultural Adaptations to Cognitive Behavioral Therapy

(Jones et al., 2017)

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
 - Elevating marginalized voices
 - Consciousness raising
 - Focus on strengths
 - Leaving clients with tools

Principles Related to Social Justice Practice

(Goodman et al., 2004)

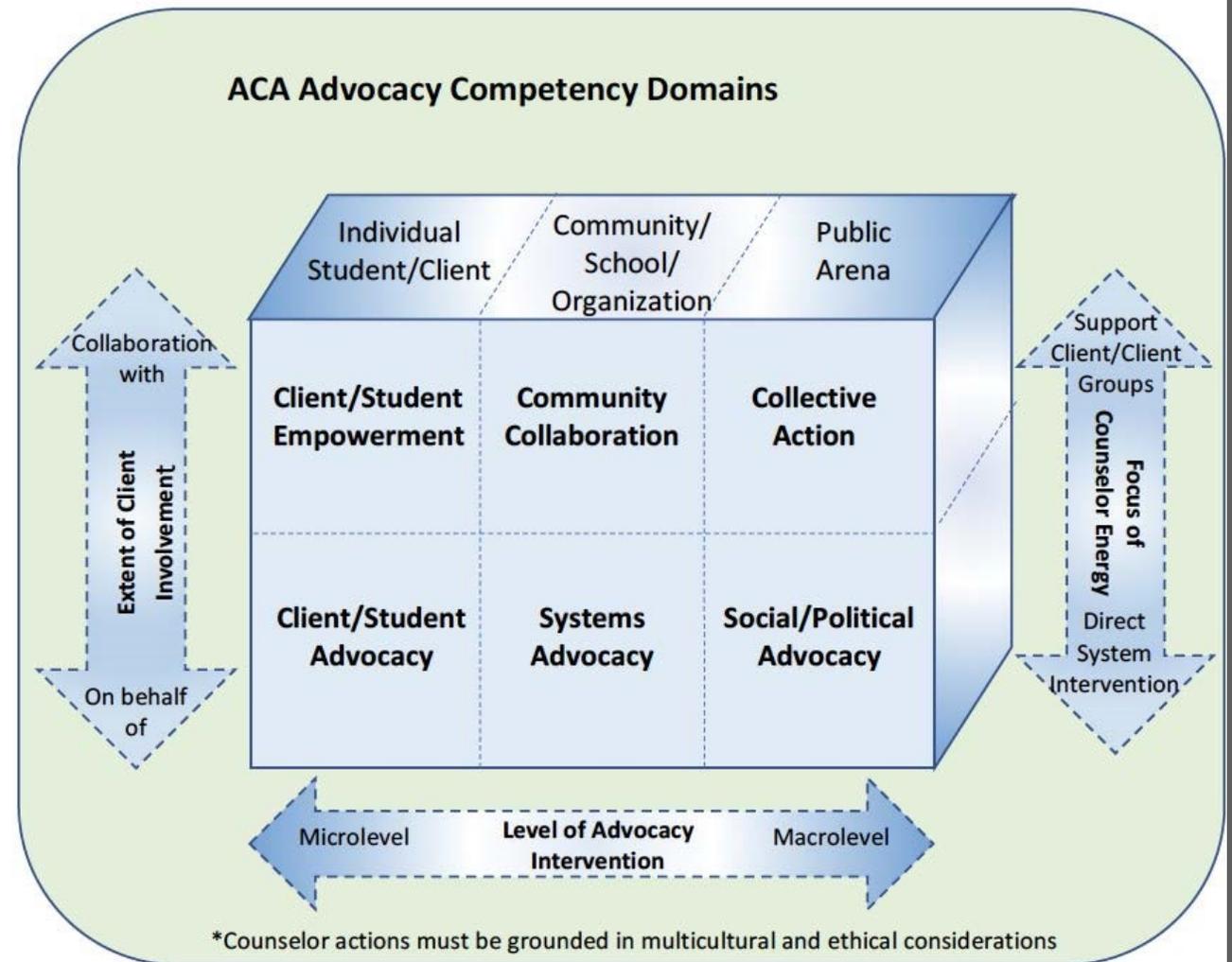
Table Talk: Finding Your Advocacy “Why”

What are the external factors impacting your students' wellbeing?

How would your students' lives improve if those factors were addressed?



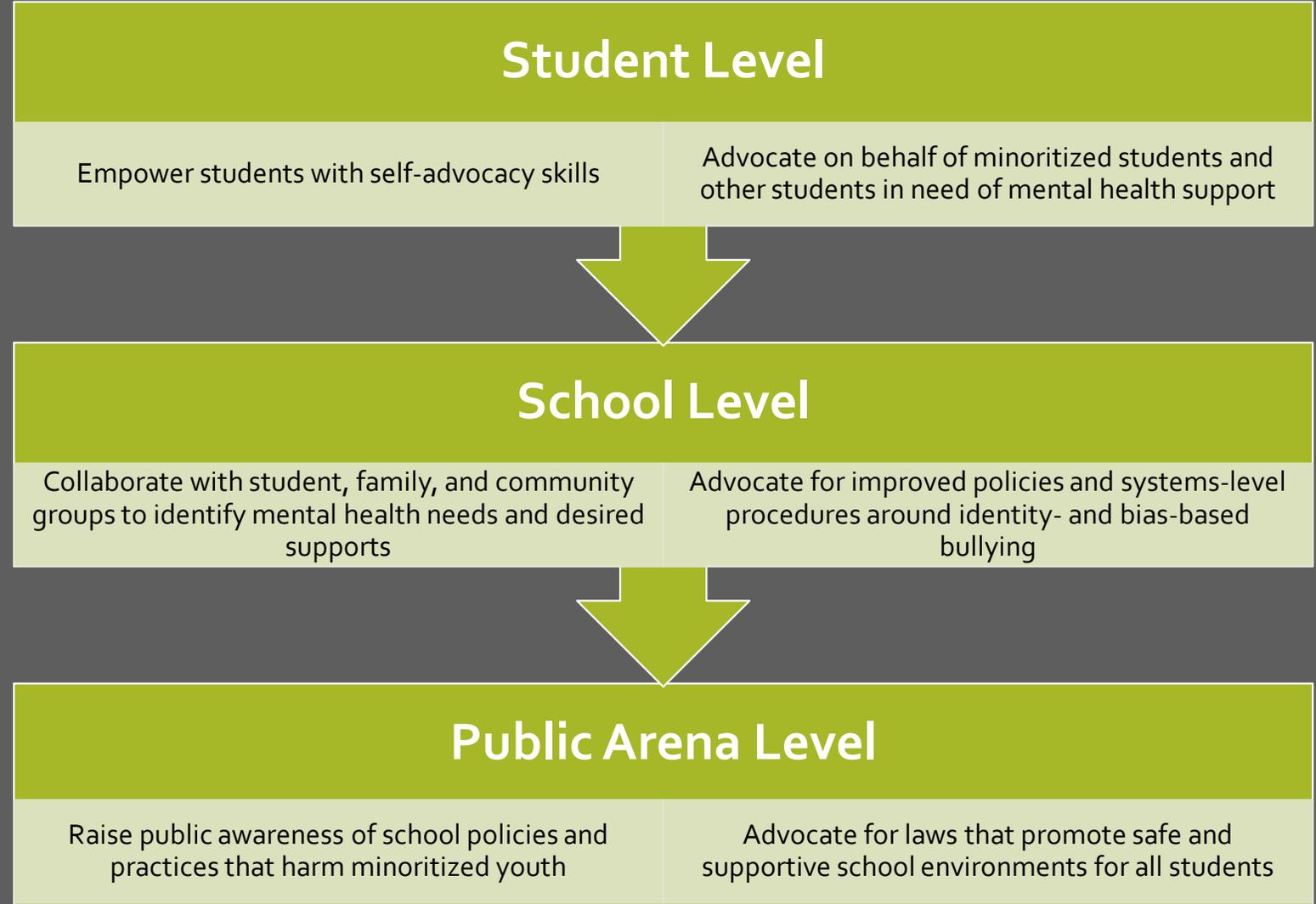
American Counseling Association (ACA) Advocacy Competencies



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?

Activity: Social Justice Action Plan

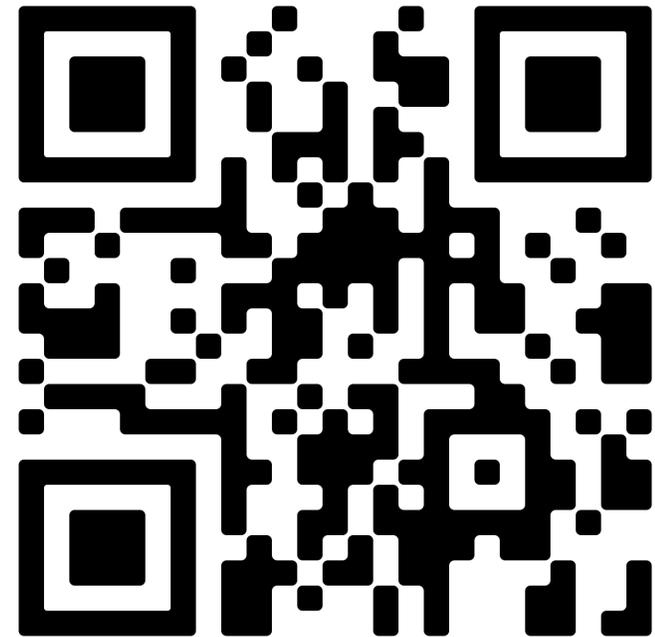
Select a social justice issue and create a social justice action plan at each level of advocacy (i.e., client/student, school/community, public arena)

What actions should be completed at this level?

What knowledge and skills are needed to act at this level?

Who are my allies? What alliances are needed?

<https://tinyurl.com/SocialJusticePlan>





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](#)

