

Meeting the Challenge: Navigating Legal and Ethical Landscapes in Schools

DS008



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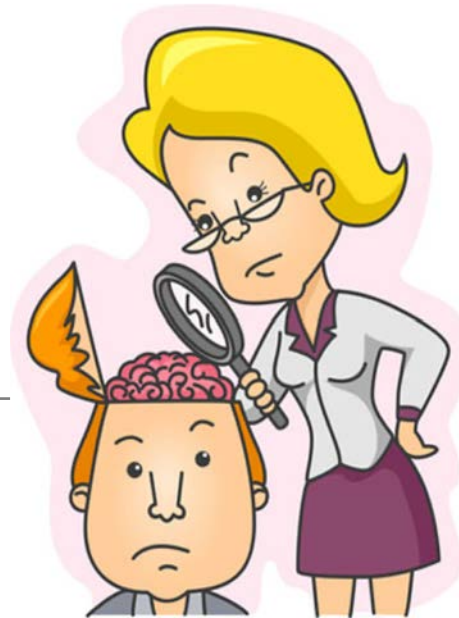
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This session will help participants...

1. Understand the historical underpinnings of school psychology that were based in racist and discriminatory practices;
2. Generate ideas and review practical strategies for addressing the pressure that is placed on school psychologists when professional practice conflicts with local or state regulations; and
3. Develop your own approaches to managing ethical dilemmas that arise, given the changing state of local politics and school climate.

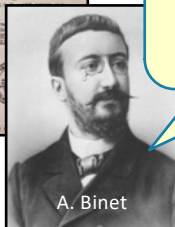
Did you Ever Wonder... Why we measure intelligence the way we do?

A little History of IQ tests

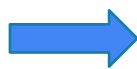


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Binet □ Stanford-Binet □ Army Mental Tests □ WISC, CogAT, Olsat



When working on the 1911 scale, Binet removed items from 1908 scale because 'they depended too much on school learning'



Terman added items dependent upon school learning in the 1916 Stanford-Binet because he believed 'intelligence at the verbal and abstract levels is the highest form of mental ability'.

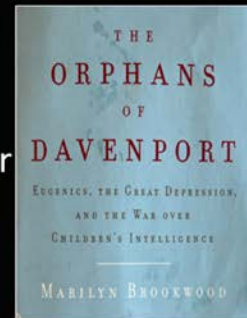


Lewis Terman 1916 Stanford-Binet

- He viewed VERBAL as the highest form of intelligence which distorted the evaluation of intelligence for countless numbers of people
- Terman predicted that the Stanford-Binet would reveal “significant racial differences in general intelligence...which cannot be wiped out by any scheme of mental culture” (Brookwood, 2021 p. 68)



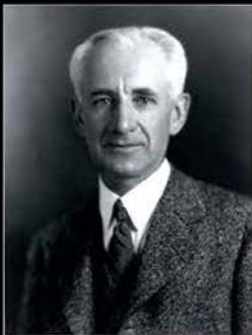
- His aim was identification of low intelligence children and adults who would be involuntarily institutionalized and sterilized for the improvement of society



Brookwood, M. (2021). *The Orphans of Davenport*. New York: Norton & Company. See Chapter 4.

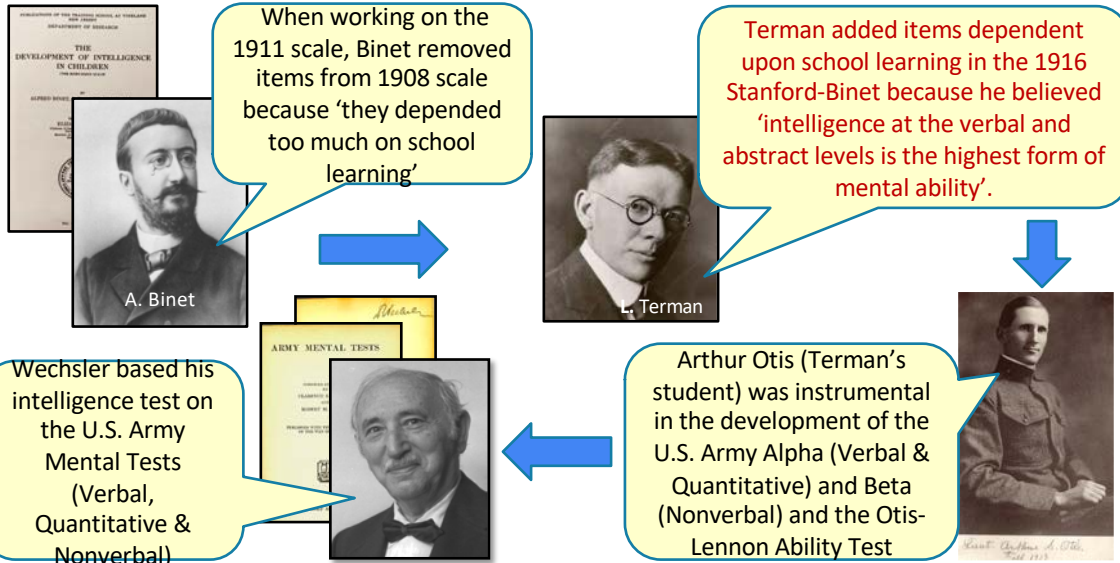
Robert Yerkes – Army Mental Tests 1920

- Robert Yerkes, of Harvard University was president of the *American Psychological Association*
- and leader of the *Eugenics Section of the American Breeders' Association's Committee on the Inheritance of Mental Traits*
- which advocated institutional segregation and sterilization for persons with low intelligence.
- Co-author of the Army Mental Tests

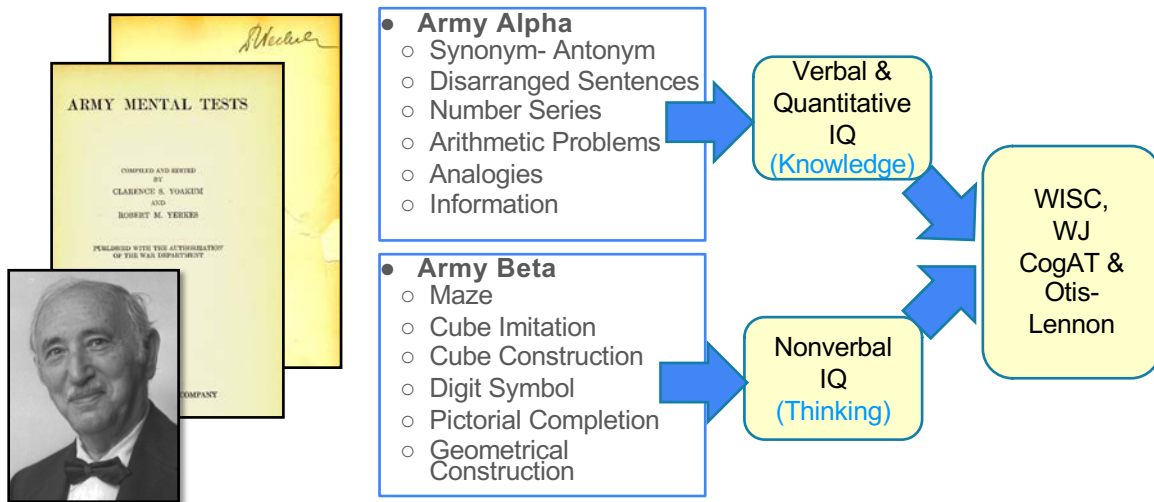


Brookwood, M. (2021). *The Orphans of Davenport*. New York: Norton & Company. See Chapter 4.

Binet -> Stanford-Binet -> Army Mental Tests -> WISC, CogAT, Olsat



Alpha & Beta □ Wechsler



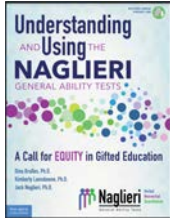
Knowledge is Included in “Ability” Tests

Stanford-Binet-5	WISC-V	WJ-	KABC-II	OLSA	CogA
<ul style="list-style-type: none"> • Verbal • Knowledge • Quantitative Reasoning • Vocabulary • Verbal Analogies 	<ul style="list-style-type: none"> • Verbal Comprehension Vocabulary, Similarities, Information & Comprehension • Fluid Reasoning Figure Weights, Arithmetic 	<ul style="list-style-type: none"> • Comprehension Knowledge: Vocabulary & General Information • Fluid Reasoning: Number Series & Concept Formation • Auditory Processing: Phonological Processing 	<ul style="list-style-type: none"> • Knowledge / GC • Riddles, • Expressive Vocabulary, • Verbal Knowledge 	<ul style="list-style-type: none"> • Verbal • Following directions • Verbal Reasoning • Quantitative • Verbal Arithmetic Reasoning 	<ul style="list-style-type: none"> • Verbal Scale • Analogies • Sentence Completion • Verbal Classification • Quantitative • 45 pages of oral instructions



What is the Practical Impact of intelligence tests that are confounded by knowledge?

Race and Ethnic Differences for Traditional and Second-Generation Intelligence Tests



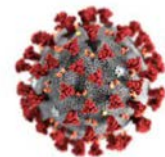
Note: Even though traditional intelligence tests may not show psychometric bias (Worrell, 2019) the large mean score differences suggest they are unfair (Brulles, et al., 2022).

Note: The results summarized here were reported for the Otis-Lennon School Ability Test by Avant and O'Neal (1986); Stanford-Binet IV by Wasserman (2000); Woodcock-Johnson III race differences by Edwards and Oakland (2006) and ethnic differences by Sotelo-Divnesa, Ortiz, Flanagan, and Chaplin (2013); CogAT7 by Carman, Walther and Bartsch (2018) and Lohman (2016); WISC-V by Kaufman, Raiford, and Coalsen (2016); Kaufman Assessment Battery for Children-II by Lichtenberger, Volker, Kaufman & Kaufman, (2006) and Scheiber, C., Kaufman, A.S. Which of the Three KABC-II Global Scores is the Least Biased?. Journal of Pediatric Neuropsychology 1, 21-35 (2015); CAS by Naglieri, Rojahn, Matto, and Aquilino (2005); CAS-2 and CAS2-Brief by Naglieri, Das, and Goldstein, 2014a and 2014b; Naglieri Nonverbal Ability Test by Naglieri and Ronning (2000), and Naglieri General Ability Tests by Naglieri, Brulles, and Lansdowne (2022).

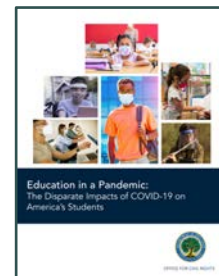
	By Race	By Ethnicity
Tests that require knowledge	Mn = 9.4	Mn =6.6
Otis-Lennon School Ability Test (district wide)	13.6	
Stanford-Binet IV (normative sample)	12.6	
WISC-V (normative sample)	11.6	
WJ- III (normative sample)	10.9	10.7
CogAT7 Nonverbal	11.8	7.6
CogAT7 - Verbal	6.6	5.3
CogAT7-Quantitative	5.6	3.6
CogAT- Nonverbal	6.4	2.9
CogAT-Total (V, Q & NV)	7.0	4.5
K-ABC II Fluid-Crystallized Index	9.4	9.8
K-ABC II Mental Processing Index	8.1	8.2
WISC-V (statistical controls)	8.7	
Tests that require minimal knowledge	Mn = 4.3	Mn = 2.9
K-ABC (normative sample)	7.0	
K-ABC (matched samples)	6.1	
KABC-II (adjusted for gender & SES)	6.7	5.4
CAS-2 (normative sample)	6.3	4.5
CAS (statistical control normative data)	4.8	4.8
CAS-2 (statistical control normative data)	4.3	1.8
CAS-2 Brief (normative samples)	2.0	2.8
NNAT (matched samples)	4.2	2.8
Naglieri General Ability Test-Verbal	2.2	1.6
Naglieri General Ability Test-Nonverbal	1.0	1.1
Naglieri General Ability Test-Quantitative	2.2	1.2

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Academic Learning Loss & COVID



- COVID-19 has increased the impact of disparities in access and opportunity for students of color and they are even further behind than they were before.
- The **scores on traditional intelligence tests** which demand knowledge **may be inaccurate.**
- **Solutions:**
 - For traditional tests, use post-COVID norms only.
 - Use intelligence tests that are not dependent upon knowledge



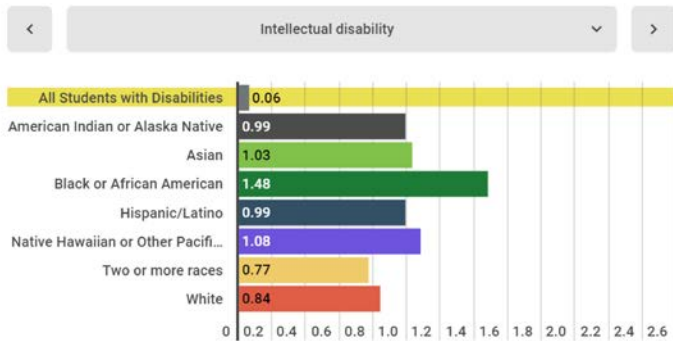
Education in a Pandemic: The Disparate Impacts of COVID-19 on America's Students. US Dept. of Ed- Office of Civil Rights. June, 21, 2021.
<https://www2.ed.gov/about/offices/list/ocr/docs/20210608-impacts-of-covid19.p>

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OSEP Fast Facts: Race and Ethnicity of Children with Disabilities Served under IDEA Part B

For the purposes of this fact sheet, racial ethnic groups are defined in the IDEA Part B Child Count and Educational Environments for School Year 2019-2020, OSEP Data Documentation. <https://www2.ed.gov/programs/osepidea/618-data/collection-documentation/data-documentation-files/part-b-child-count-and-educational-environment/idea-partb-childcountandedenvironment-2019-20.pdf>

Risk Ratio of Students with Disabilities by Disability Category and by Specific Race and Ethnicity, Ages 5 (in kindergarten) through 21: SY 2019-20

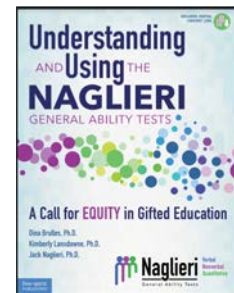


The relative risk ratio of students with disabilities under IDEA by race and Ethnicity is the probability of a student with a disability being identified for intellectual disability. The higher the number, the larger the probability. Nationally, **Black Students are 1.48 times more likely to be identified with intellectual disability** compared to all students with disabilities.

<https://sites.ed.gov/idea/osep-fast-facts-race-and-ethnicity-of-children-with-disabilities-served-under-idea-part-b/>
https://ldaamerica.org/lda_today/disproportionate-identification-of-students-of-color-in-special-education/

Numbers of Gifted Students Missed = 1,235,434

	N in Public Education K-12 in 2020	N Potentially Gifted (8%; 92 %tile)	N Students in gifted programs	Difference Between Potential and Identified
White	23,834,458	1,906,757	1,937,350	30,593
Black	7,754,506	620,360	330,774	-289,586
Hispanic	14,337,467	1,146,997	600,498	-546,499
Native American/ Alaska Native	484,766	38,781	27,712	-11,069
Two or More Races	1,641,817	131,345	105,371	-25,974
Total Non-Whites	24,218,556	1,937,484	1,064,355	-873,129



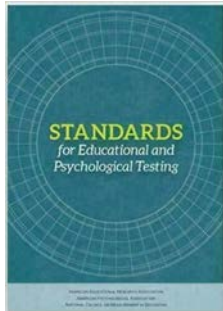
873,129 +



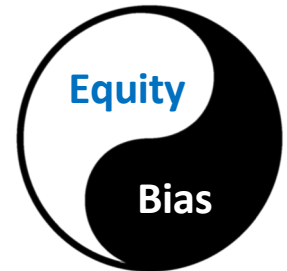
Percent of Schools that do not Identify	41.5%
Additional non-white gifted students = 41.5% of 873,129	N = 362,305
Total non-white gifted students missed	N = 1,235,434

Test Bias vs Test Equity

According to the *Standards for Educational and Psychological Testing* (AERA, APA, NCME, 2014) Psychometric TEST BIAS and EQUITY are two different ways of measuring test fairness.



- ... if a person has had limited opportunities to learn the content in a test of intelligence, *that test may be considered unfair* (because it penalizes students for not knowing the answers) even if there is no evidence of psychometric test bias.
- Evidence of EQUITY is examined by test content and mean score differences



APA Apology for Promoting Racism

- 'APA recognizes the roles of psychology in promoting...racism, and the harms that have been inflicted on communities of color ... and the ways measurement of intelligence has been systematically used to create the ideology of White supremacy'
- Throughout the 1900s prominent psychologists involved in IQ test development supported eugenics



Apology to People of Color for APA's Role in Promoting, Perpetuating, and Failing to Challenge Racism, Racial Discrimination, and Human Hierarchy.

- APA ... was **complicit in contributing to systemic inequities**, and hurt many through **racism, racial discrimination, and denigration of people of color**, thereby falling short on its mission to benefit society and improve lives.
- The early history of psychology, **rooted in oppressive psychological science to protect Whiteness, White people, and White epistemologies**, reflected the social and political landscape of the U.S. at that time.
- Psychology ... **helped to create, express, and sustain them, continues to bear their indelible imprint, and often continues to publish research that conforms with White racial hierarchy**



The APA Resolution read, in part ...

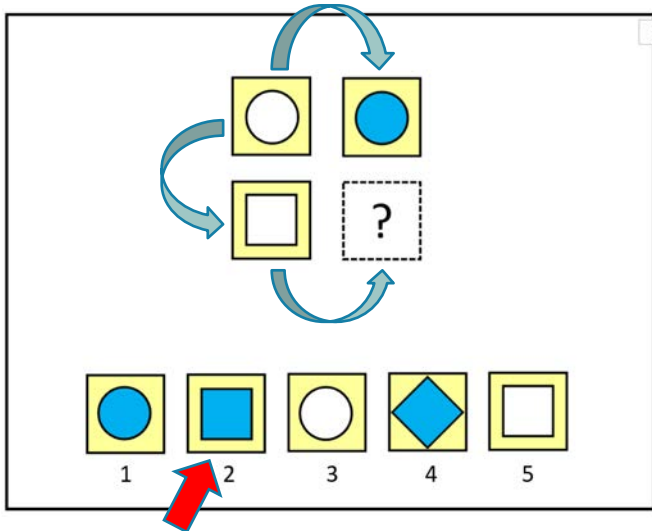
WHEREAS **APA was established by White male leadership**, many of whom contributed to scientific inquiry and methods that **perpetuated systemic racial oppression, including promoting the ideas of early 20th century eugenics...** including segregation, sterilization, and anti-marriage laws.

WHEREAS **eugenicists focused on the measurement of intelligence**, health, and capability, concepts which were adopted by the field of psychology and used systemically to create the ideology of White supremacy and harm communities of color.

WHEREAS **psychologists created, sustained, and promulgated ideas of human hierarchy through the construction, study, and interpretation of racial difference**, and therefore contributed to the financial wealth gap and social class disparities experienced by many communities of color

Cummings Center, 2021.

Intelligence Tests Should Measure Thinking not Knowing



Girl is woman as
boy is to man ?

3 is to 9 as
4 is to 16 ?

C⁷ is to F as
E⁷ is to A ?

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What is the Practical Impact?

The test you choose **determines** the **results** you receive, the **decisions** you make, and the **future** of that student.

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Questions Please



Current Challenges

What has really changed?



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Educational “Gag Order” legislation and mandates

- Educational gag orders **restrict teaching** about topics such as **race, gender, and LGBTQ+ identities in K–12 and higher education**
- In 2022, proposed **gag orders have increased 250% compared to 2021.**
- **36 different states** have introduced 137 gag order bills in 2022 that **have been strikingly more punitive including heavy fines or loss of state funding for institutions, termination or even criminal charges for teachers.**



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Educational “Gag Order” legislation and mandates

- **A growing number of gag order bills have targeted LGBTQ+ identities.**
 - This includes Florida’s HB 1557—the “Don’t Say Gay” bill—and 22 others.
 - **Attacks on LGBTQ+ identities** have increasingly been at the forefront of educational censorship.
- **Bills introduced this year have targeted higher education more frequently than in 2021,** part of a broader legislative attack on colleges and universities.



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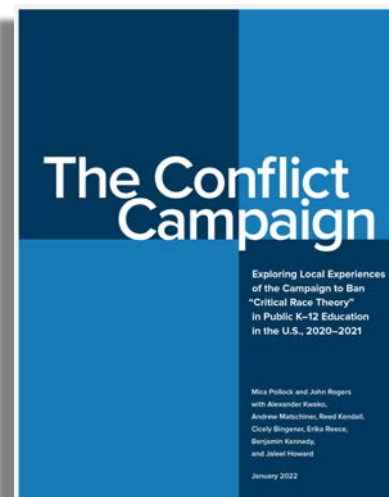
Examples of legislative “Gag Orders”

- **Florida** “Parental Rights in Education” bill (AKA “**Don’t Say Gay**”), bans public school personnel from conducting classroom instruction on sexual orientation or gender identity in “K-3rd grade”
- **Alabama** schools **can no longer provide instruction or engage in discussion regarding sexual orientation in kindergarten through fifth grade classrooms**, unless it is “developmentally appropriate.”.
- **Arizona** bill aims to change sex-ed curriculum to focus on **biological sex and “not gender identities.”**
- **Iowa**, a Senate proposal would require **parents opt in** to any instruction “**relating to gender identity.**”
- **Louisiana**, HB 837 would **limit discussion of sexual orientation or gender identity** in some grades and prohibit it all together in others.
- **Missouri** bill would **ban “gender or sexual diversity training”** in public schools.
- **Oklahoma**, a senate bill would **ban books** from school libraries that focus on “the study of sex, sexual lifestyles, or sexual activity.”
- **Tennessee’s** HB 800 **bans books and instructional materials** “that promote, normalize, support, or address lesbian, gay, bisexual, or transgender issues or lifestyle.”
- **Multiple states** have introduced or passed legislation that **prevent classroom discussion about “divisive topics”** that make students feel “discomfort, guilt, anguish or any other form of psychological distress” (e.g., racism)

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The Conflict Campaign Report, 2022 UCLA

- At least **894 school districts**, enrolling 17,743,850 students, or 35% of all K–12 students in the United States, **have been impacted by local anti “CRT” and other “gag order” efforts.**
- The survey and interviews demonstrated how such restriction efforts have been experienced inside schools as well as districts.
- They concluded that both state action and local activity have left **many educators afraid to do their work.**



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Our colleagues have been impacted and targeted

- School psychologist denied tenure because of support for LGBTQ+ students
- A trainer in a school psychology program was forced to change terminology in curriculum to remove references to SEL
- School psychologist targeted by far right media for advocacy for LGBTQ+ students
- SEL program in elementary school shut down due to community pressure

What have YOU experienced in your roles?

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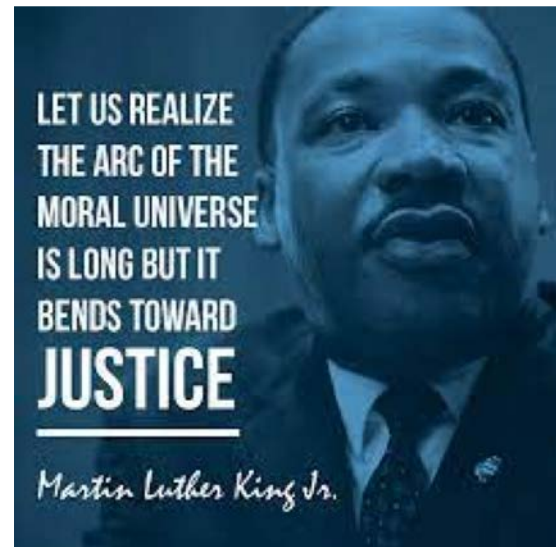
Trends we are likely to see in 2023 ...

- **another wave** of educational gag order bills
- a greater focus on **restricting higher education, nonpublic educational institutions, and LGBTQ+ content**;
- **litigation** by both opponents and supporters of educational gag orders;
- a broader spectrum of educational censorship, including **“curriculum transparency” bills, legislation facilitating book bans and undermining tenure and academic freedom**;
- lawsuits that **force maximal interpretations of existing gag order laws.**



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So how do we move forward and continue to do our jobs?



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School psychologists professional standards

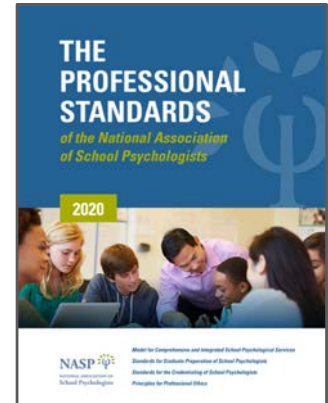


- The **NASP Practice Model (2020)** states that school psychologists ...
 - apply their understanding of the **influence of culture, background, and individual learner characteristics** ...
 - consider **individual differences, strengths, backgrounds, talents, and needs** ...
 - use **inclusive language and provide culturally responsive and equitable practices** in all domains of service delivery
 - **acknowledge the subtle racial, class, gender, cultural, and other biases and personal beliefs** they may bring to their work ...
 - remain **aware of the negative impact that biases**—such as racism, sexism, and others—have on students, families, schools, and communities; thus, they **collaborate with education professionals to promote respect for diversity for an inclusive and supportive school setting.**
 - **promote equity and social justice** in educational programs and services ...

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NASP Principles for Professional Ethics (2020)

- School psychologists are committed to the application of their expertise for the purpose of
 - **promoting improvement in the quality of life for students, families, and school communities.**
 - **protecting the dignity and rights** of those involved.
 - **considering the interests and rights of children and youth to be their highest priority**
 - **act as advocates for all students.**
 - **speak up for the needs and rights of students even when it may be difficult to do so.**



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NASP Principles for Professional Ethics (2020)

- BROAD THEME I. RESPECTING THE DIGNITY AND RIGHTS OF ALL PERSONS
 - School psychologists engage 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.2.5 Privacy Related to Sexual Orientation and Gender Identity and Expression
 - School psychologists respect the right of privacy of students, parents, and colleagues with regard to **sexual orientation, gender identity, or transgender status.**
 - They do not share information about the sexual orientation, gender identity, or transgender status of a student (including minors), parent, or school employee with anyone without that individual's permission.

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NASP Principles for Professional Ethics (2020)

- GUIDING PRINCIPLE I.3 FAIRNESS, EQUITY, AND JUSTICE
 - In their words and actions, **school psychologists promote fairness and social justice.**
- Standard I.3.1 Discrimination
 - School psychologists **do not engage in or condone actions or policies that discriminate against 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**.

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NASP Position Statements to support your work ...

- **Promoting Just Special Education Identification**
 - NASP firmly believes that **every student is entitled to an education that affirms and validates the diversity of their cultural and individual differences, fosters resilience, and facilitates well-being and positive academic and mental health outcomes.**
- **Prejudice, Discrimination, and Racism**
 - NASP is committed to advocating for the rights of all students to be educated in safe schools and communities **free from prejudice and discrimination ...**
 - **NASP firmly believes that all students are entitled to an education that affirms and validates the diversity of their cultural and individual differences, fosters resilience, and facilitates well-being and positive academic and mental health outcomes.**

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NASP Positions

- **Safe and Supportive Schools for LGBTQ+ Youth***
 - School psychologists are ethically obligated to ensure all youth with diverse sexual orientations, gender identities, and/or gender expressions, are able to develop and express their personal identities in a safe, accepting, and respectful climate
- **Safe and Supportive Schools for Transgender and Gender Diverse Students**
 - NASP supports the civil, human, and educational rights of transgender and gender diverse students.
- **Comprehensive and Inclusive Sexuality Education**
 - NASP supports those representing all racial/ethnic backgrounds, genders, gender identities, sexual orientations, abilities, and disabilities should have access to ...developmentally appropriate, accurate, and inclusive sexuality education.

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Conflict between ethics and law ...



- **Standard IV.2.2 Intersection of Law and Ethics**
 - School psychologists **respect the law and the civil and legal rights** of students and other clients. The Principles for Professional Ethics may require a more stringent standard of conduct than law, and in those situations ... adhere to the Principles.
- **Standard IV.2.3 Conflicts Between Law and Ethical Principles**
 - **When conflicts between ethics and law occur**, school psychologists take steps to resolve the conflict through positive, respected, and legal channels. If they are not able to resolve the conflict in this manner, they may abide by the law, as long as the resulting actions do not violate basic human rights.
- **When conflicts between ethics and law occur**, school psychologists take steps to resolve conflicts ... with others and through positive, respected, and legal channels. **If they are not able to resolve the conflict ... abide by the law, as long as the resulting actions do not violate basic human rights. If law or district policy poses a barrier to ethical practice, school psychologists must advocate for changes in those laws or policies and practices to better align them with ethical standards.**

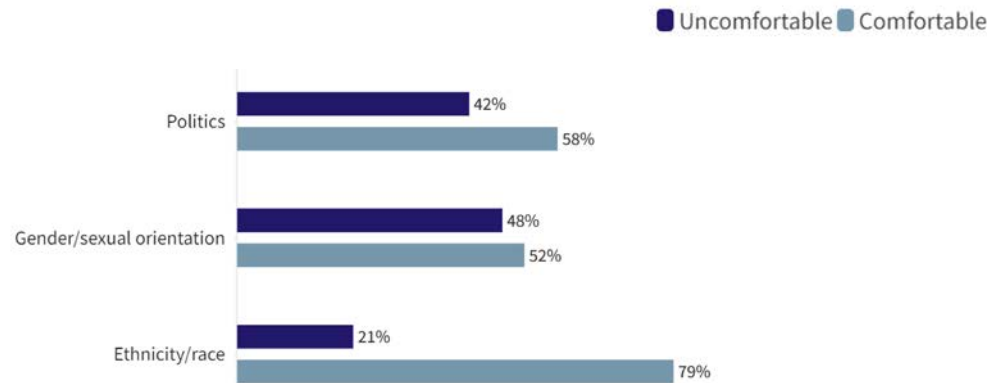
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Questions Please



We know that many of you are challenged with this changing landscape ... Yet there is support from NASP & other organizations to meet these challenges

What is your current level of comfort with discussing the following topics—in an age-appropriate manner—with your students?



*Results show responses from teachers.
SOURCE: EdWeek Research Center survey, October 2022



• A Flourish chart.

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Perseverance of Caring

refers to our ability to pursue a goal or passion over time, and stick with it even if we encounter obstacles or setbacks.

Practice

Purpose

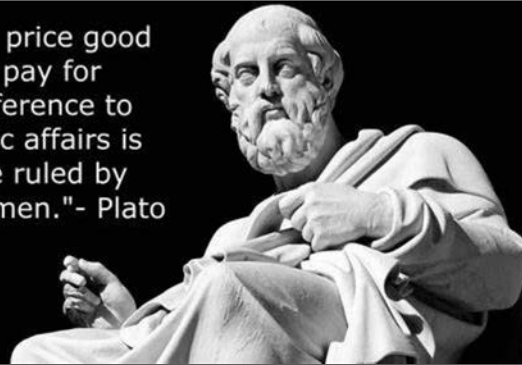
Hope



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Walk before you Run,
Run with others on your Journey
On your Journey **Advocate Change.**

"The price good men pay for indifference to public affairs is to be ruled by evil men."- Plato



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Start a Conversation...

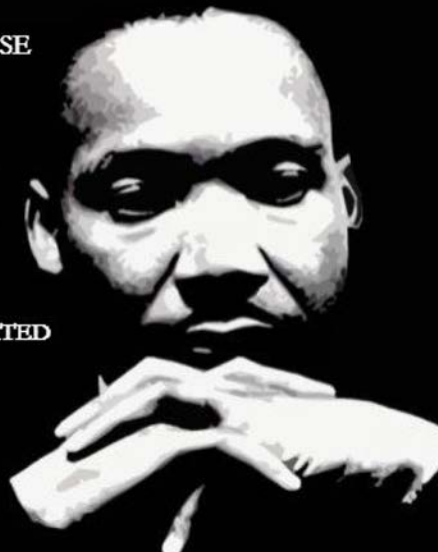
"PEOPLE FAIL TO GET ALONG BECAUSE
THEY FEAR EACH OTHER;

THEY FEAR EACH OTHER BECAUSE
THEY DON'T KNOW EACH OTHER;

THEY DON'T KNOW EACH OTHER
BECAUSE THEY HAVE NOT COMMUNICATED
WITH EACH OTHER."

— MARTIN LUTHER KING JR.

imgflip.com



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We do the best we can with what we know, and when we know better, we do better.

— *Maya Angelou* —

Change Demands Courage to Think Differently

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Difficult Conversations

Be Proactive - plan, plan and plan some more.

Find Areas where you Agree. - can we talk about common ground.

Keep Calm when Tensions Rise. - practice the skills we want to see in others.

Have Conversation Goals. - acknowledge that more data is necessary.

Accept that you may not change the other person's mind - at this moment.

Know when to END the conversation. - "I feel like this requires a break and a promise to revisit this at another time."

"It's always about the children" - Dr. Charles Barrett

TIPS for Dialogue across Differences

Adrianna E. Crossing, Social Justice Committee

SETTING THE STAGE

- If your group members have mixed social power (e.g., students and faculty), critically evaluate how that hierarchy might manifest in the space
- Screen participants for openness to engage in hard conversations
- Set group norms *with* the input of the group
- Prepare yourself to navigate "hot button" moments and other conflict
- Do have a co-facilitator if you are able

BUILDING INCLUSIVE COMMUNITIES

5 INTERRUPTING BIAS: A TECHNIQUE

THE PALS APPROACH
This is a methodology to use when you hear someone say something that may be prejudicial or harmful to a specific group of people or groups. The major objective of this approach is to stay connected with the person and break your work course.

P **Pause**
Pause/Wait/Stop/Slow the conversation
The goal here is to interrupt the flow of the conversation to set the ground rules that you are interested in hearing more about something they said, and that you are not interested in being told that you are not interested in the conversation unless you hear something that you think might need to be addressed further.

A **Acknowledge what the person is saying**
Acknowledge what the person is saying
This sends the message that you are trying to understand what the person said even if it is at odds with your own ideas or preconceptions/beliefs.

L **Listen**
Listen to what the person said
Hear them with dignity. What really matters to the person? If you're listening they would surely if it is possible to engage the person. There is a difference between actively hearing a person in order to think of your response and the more active engaged listening that takes place when you are truly trying to understand the meaning of what is being said. It is important to get curious and authentically open to learn.

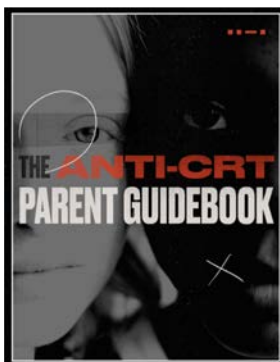
S **Speak Your Truth/Share Stories**
Speak your truth, do your own thing
You may share your own story or share the story about someone you know.

Let them know what you think you heard them say
Make sure you understood the person. Make your own call. Sometimes that is all you need to do.
• "I think you said that gender defines who makes a good leader?"

DIFFERENT VOICES

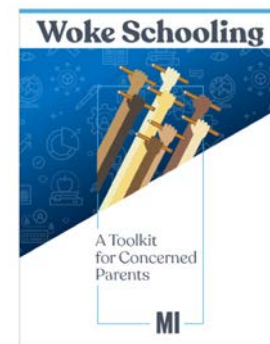
CONTACT US: INDIAN STATE UNIVERSITY OFFICE FOR INCLUSIVE AND INTERCULTURAL INITIATIVES

Understand the negative climate.



STATE TRACKER: CRT LEGISLATION

There are now a number of states that are aggressively attempting to curb Critical Race Theory (CRT) and prevent it from being taught in the classroom or espoused by state agencies. Below is an up-to-date assessment of active or signed CRT bills. ...





If you believe every child deserves...

- A quality education that recognizes their unique needs
- Opportunities to develop skills needed for academic success and fulfilling careers
- Teachers who care about them
- To feel safe and welcome in their schools
- Schools that provide students the resources they need to reach their full potential
- Instruction that motivates and engages them
- An honest and accurate education to help create a better future

Then you are an SEL leader!

Assess your school environment ...

**LGBTQ Inclusivity in Schools:
A Self-Assessment Tool**

U.S. Department of Health and Human Services
Centers for Disease Control and Prevention

Use your skills!



Can you take a stand in these turbulent waters?

We recognize that not everyone is there YET...



Stories of Justice



Do what's
~~easy~~
~~convenient~~
~~accepted~~
~~less controversial~~
 right for kids.

Stories of Justice

Examples from the Field...



Stories of Justice

Dr. Angela Mann (Florida)-

“Let the data speak for itself. Using data to show the mental health crisis youth face, especially marginalized groups who are being targeted seems to be a way of bringing "a face" to the issue. Even better is to have as many testimonies from students and families impacted as possible. Coalition building has been CRITICAL. It's much harder for the governor to go after an entire coalition of folks than it is to go after one individual association. Speak the language of your opponents to identify shared goals or reframe goals to find commonalities; speak to basic decency. Finally, working at a grassroots level (attending school board meetings to bring the data about student mental health in the district, educate the public on what SBMH services do and do not do, emphasize our commitment to family-school collaboration and affirmation of parental rights, etc.).”

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Stories of Justice

Lauren Rich (Utah) -

“One of the biggest things we had to do to get to this point was updated data and information gathering in coordination with state agencies, and many many many conversations with allies and powerbrokers. My mantra has been "don't give up" and "little things add up". It can be very frustrating to see the goal that you want and not have it be completed. We have more support and buy in from a lawmakers and our local education association than ever before, but it still feels very minimal sometimes amongst the hullabaloo of the political scheme here in Utah. We are trying to leverage the relationships we have, even in small ways to gain momentum towards the finish line. I am constantly trying to remind our membership that every advocacy action no matter how small is helpful towards our common goal, and that one person or even a committee from our state association can not make this happen on their own. We have to be at every table possible, have as many allies and advocates as possible, and keep going. We plan to adjust our course when necessary and expect hurdles or detours, but we won't just stop.”

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Stories of Justice

David Lillistein (Pennsylvania)

“Don’t reinvent the wheel – research, identify and copy existing models

Keep your eye on the prize - especially if it is good for kids

Be persistent

Take time to celebrate little successes

“No” = think differently - keep the drawing board and don’t be afraid to go back to it !!

Change takes time - moving cemeteries isn’t easy!

Strength in numbers - align with affiliated groups

Know who has the power/respect and go for it - legislators and associations

Compromise and accept it

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Stories of Justice

Examples from the Field...



Supporting LGBTQ+ Students in the Face of Discriminatory Legislation

On behalf of school psychologists, school nurses, school counselors, school social workers, student service administrators, psychologists, and parents throughout the state of Florida, we jointly write this memo of support in solidarity with LGBTQ+ students following their tremendous leadership and advocacy with the #DSGWalkout in response to HB1557 Parental Rights, also referenced in the media as the “Don’t Say Gay” Bill. We also stand with our colleagues in schools across the state who supported the [rights of students to peaceful assembly in protest](#).

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The Association for Supervision and Curriculum Development (2022)

Supporting LGBTQ Students in the “Don’t Say Gay” Era (<https://www.ascd.org/blogs/supporting-lgbtq-students-in-the-dont-say-gay-era>)

- Determine where your school stands
 - Ask you admin what new laws/mandates mean for your practice?
 - What are expectations?

- Help shape the school culture
 - uses an equity framework with four key directives—**educate, affirm, include, and interrupt.**

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Creating Inclusive School Environments



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The screenshot shows the CASEL website's 'Fundamentals of SEL' page. At the top, there is a navigation menu with links for 'Blog', 'Donate', 'Contact', a search bar, and 'CASEL Websites'. Below the navigation is a blue header with the title 'Making the Case for SEL' and the subtitle 'In this political climate, students need SEL champions more than ever.' The main content area features a paragraph stating that the majority of students, teachers, and families agree that social and emotional learning (SEL) belongs in schools. It lists four key points: SEL builds lifelong skills, is urgently needed for well-being, improves academic achievement, and has strong parental support. A survey pop-up titled 'How did you hear about CASEL.org?' is overlaid on the right side, with options like 'Previously visited', 'Search engine', 'Through a friend', 'Social media', 'CASEL newsletter', 'News article/broadcast', and 'Other'. A cookie consent banner is visible at the bottom left, and the page number '61' is in the bottom right corner.

The screenshot displays the NASP (National Association of School Psychologists) 'Resources' page. The header includes the NASP logo and navigation links for 'Leadership Tools', 'About NASP', 'NASP Store', 'Career Center', 'Create an Account', 'Join NASP', and 'Login'. The main navigation bar lists categories: 'About School Psychology', 'Resources & Publications', 'Professional Development', 'Standards & Certification', 'Research & Policy', and 'Membership & Community'. The page is titled 'Social Justice' and features a 'Featured Resource' section for the book 'TROUBLEMAKERS' by Lisa Charvat Bradley, designated as the 2022-2023 National Book Read. A 'Latest Resources' section is also present. The page number '62' is located in the bottom right corner.

NASP NATIONAL ASSOCIATION OF School Psychologists
Helping Children Thrive • In School • At Home • In Life

Leadership Tools About NASP NASP Store Career Center Create an Account Join NASP Login

Search NASP **Go**

About School Psychology Resources & Publications Professional Development Standards & Certification Research & Policy Membership & Community

Home > Resources & Publications > Resources & Podcasts > Diversity & Social Justice

LGBTQ Youth

In This Section

- Social Justice
- Cultural Competence
- LGBTQ Youth**
- Disproportionality

School psychologists are ethically obligated to ensure that all students have an equal opportunity for the development and expression of their personal identity in a school climate that is safe, accepting, and respectful of all persons and free from discrimination, harassment, violence, and abuse.

Advocating for LGBTQ Students With Disabilities (PDF)
 A Guide for Educators and Parents/Guardians Supporting LGBTQ Students With an IEP or 504 plan. ... [more](#)

Lesbian, Gay, Bisexual, Transgender, Questioning, Intersex, and Two Spirit (LGBTQI2-S) Committee
 NASP believes that school psychologists are ethically obligated to ensure that all students have an equal opportunity for the development and expression of their personal identity in a safe school environment. ... [more](#)

Gender Inclusive Schools FAQs
 This series of four topical sets of FAQ's was developed by Gender Spectrum and NASP to help guide the efforts of school psychologists, educators, and administrators to ensure schools are welcoming, safe and gender inclusive. ... [more](#)

Supporting LGBTQ+ Youth During Troubling Times (PDF)
 It is imperative that educators, parents, and other caregivers advocate for and connect with and support students who may be at risk. Understanding risk factors and effective supports is critical in preventing peer violence and decreasing the risk of suicide in LGBTQI2-S youth. ... [more](#)

Resource From NASP: Allies for All

ALLIES FOR ALL
 A GUIDE FOR THE LGBTTQI2-S COMMUNITY

Use this electronic collection of resources to learn about the needs and experiences of LGBTQI2-S youth.

[Learn More](#)

2023

PUBLIC POLICY INSTITUTE

Advocate as if Public Education Depends on It: Supporting Civil Rights for All Students

NASP NATIONAL ASSOCIATION OF School Psychologists

July 19-21 3-Day Basic Training

www.nasponline.org/public-policy-institute

**INJUSTICE
ANYWHERE
IS A THREAT
TO JUSTICE
EVERYWHERE.**

MARTIN LUTHER KING JR.

**FINAL
THOUGHTS!**

dreamstime





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