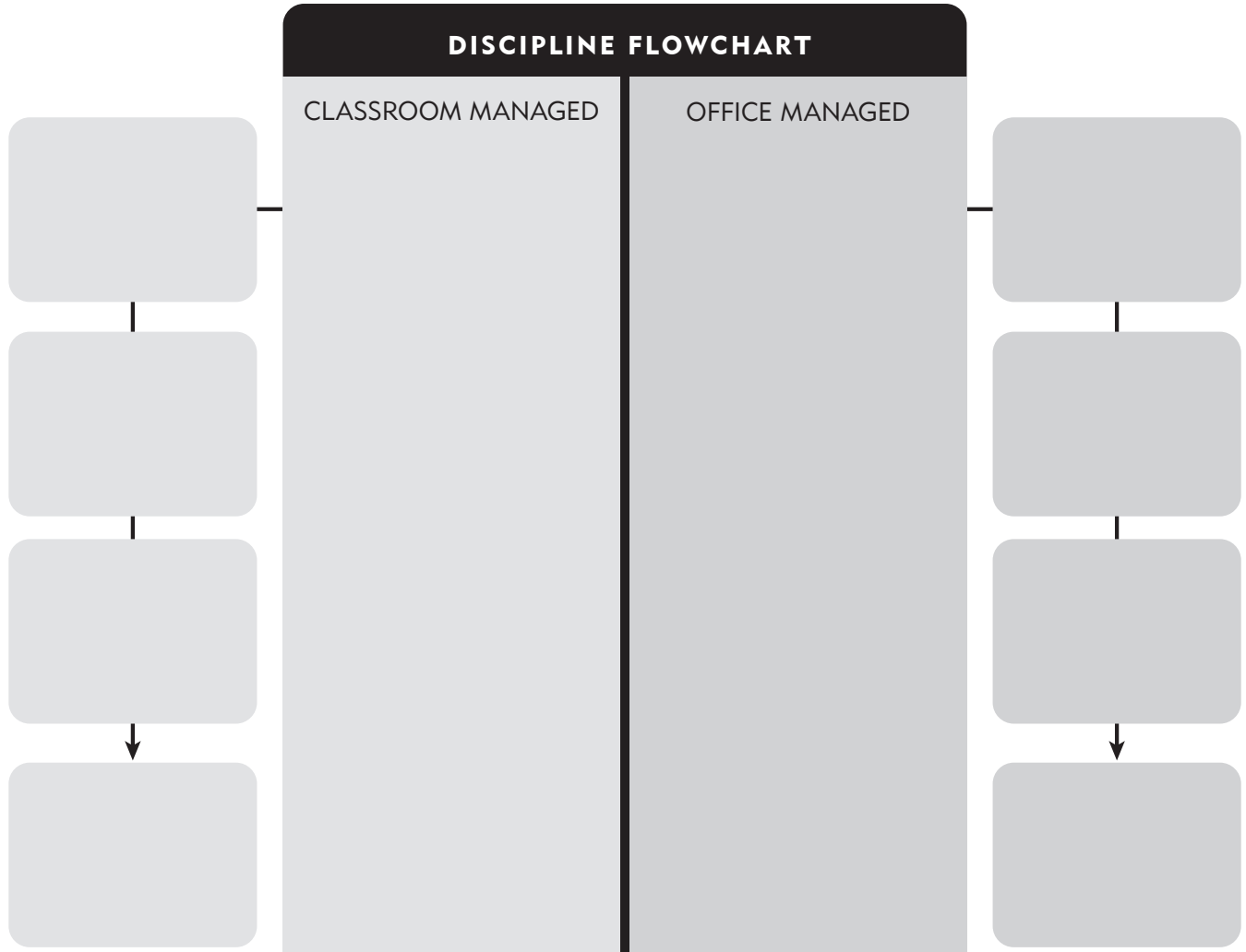


**APPENDIX 3.1**

## Establishing a Schoolwide Discipline Flowchart

As a shared activity with your graduate students or colleagues (e.g., PBIS team), complete the figure below by mutually determining which behaviors should be handled by instructional staff (e.g., classroom teachers) and those that warrant a referral to an administrator (e.g., dean, assistant principal, principal).



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### APPENDIX 3.3

## Planning Difficult and Uncomfortable Discussions with Colleagues

Because challenging our colleagues can be both difficult and uncomfortable, thoughtful preparation before these interactions can be helpful for removing emotions and remaining focused on what is best for children. The *Planning Difficult and Uncomfortable Discussions with Colleagues* document below is designed to help educators reflect upon the 11 principles that were highlighted in the responses to colleagues and detailed in Chapter 3. The table lists the 11 principles that should be considered and used to the greatest extent possible for the situation. In other words, it might not be necessary to include all of the principles in your response. Instructions for using this resource follow.

1. Think about the situation. What happened? How were the actions of a staff member(s) inappropriate or harmful to students?
2. Think about your response. Why is it necessary to respond to the staff member(s)? What would you like to say?
3. Draft your response. Read each principle and draft a portion of your response (see My Sample Response column) that is consistent with each principle.
4. For more information, refer to Chapter 3 (pp. 50–56).

Number	Principle	My sample response
1	<b>The level of exposure in your response must be commensurate with the level of exposure in the offensive statement.</b>	
2	<b>Identify what you're doing, clearly highlighting what was problematic without attacking the individual.</b>	
3	<b>Clearly articulate what was wrong with the statement and why it was wrong by keeping the focus on children and families.</b>	
4	<b>As you are teaching, to the greatest extent possible, use <i>we statements</i>.</b>	

(continued)

## Planning Difficult and Uncomfortable Discussions with Colleagues *(page 2 of 2)*

Number	Principle	My sample response
5	Say what you mean without saying it mean; relationships matter.	
6	Don't assume that everyone knows as much as you may know about issues of justice and equity. Some of our colleagues are not ill intentioned, but they legitimately don't know.	
7	Rather than assuming an accusatory tone, ask questions and give the other person a chance to clarify something that you may have overlooked.	
8	As you are teaching, to the greatest extent possible, use <i>we statements</i> and keep the focus on children and families.	
9	Try to point individuals to resources to support their learning, growth, and development.	
10	Encourage people to grow beyond where they are at the present moment.	
11	Because helping people grow is a process, make yourself available for further discussion.	

## Semistructured Family and Teacher Interview Form

Particularly suited for school psychologists, school counselors, and school social workers, the questions below can be used to gather qualitative information from teachers and families about their students and children. Consider asking these questions as part of comprehensive special education evaluations or during multidisciplinary problem-solving team meetings. Based on the responses, educators can ask follow-up questions to gather additional information, develop hypotheses, determine next steps in the intervention or evaluation process, or inform case formulation and conceptualization.

### **Questions about Student Behavior**

1. Do you have any concerns about [student's] behavior? If so, please explain.
2. Over the course of the year, has [student's] behavior improved? If so, when? How?
3. Over the course of the year, has [student's] behavior become worse? If so, when? How?
4. Please describe [student's] typical behavior at home or in the classroom.
5. Do you think [student's] behavior explains their academic difficulties? For example, does [student's] misbehavior in the classroom prevent them from benefiting from academic instruction?
6. Do you think [student's] academic difficulties explain their behavior? For example, are [student's] behavioral difficulties a function of frustration with academic assignments?
7. How does [student] interact with other children and adults?

*(continued)*

## Semistructured Family and Teacher Interview Form (page 2 of 2)

### Questions about Academic Functioning

1. Do you have any concerns about [student's] academic performance and/or academic skills?
2. Over the course of the year, has [student's] academics become worse? If so, when? How?
3. Please report on [student's] homework (e.g., completion, accuracy).
4. Please report on [student's] classwork (e.g., completion, accuracy).
5. Does [student] try to complete their work? Do they put forth sufficient effort?
6. Does [student] participate in class?
7. Please report [student's] grades.

Subject	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Math				
Reading				
Science				
Social Science				
Other academic subject				
Other academic subject				

### General Questions

1. What are [student's] strengths?
2. What are the areas in which they need the most improvement?
3. Please provide any additional comments about [student].

**APPENDIX 7.1**

## Brainstorming and Planning Document for Schools Intentionally Partnering with Families

To review how schools can invite, partner, share decision-making power, and be more flexible so families are empowered to be their children’s most informed and effective advocates, use the following table to brainstorm ways that you and your colleagues can engage in various activities that are aligned with these broad concepts. For each concept, there is a column for potential activities and a space to document accountability measures to ensure that plans are actually implemented. Refer to the sample idea for inspiration and motivation.

Concept	Potential activities	Accountability measures
<b>Invite</b>	<i>School-based staff (e.g., mental health staff, teachers, administrators) will call the families of rising kindergartners during the summer and invite them to a special Open House.</i>	<i>This activity will be included in the School Improvement Plan (SIP), which is available for review by all school staff and central office administrators (e.g., supervisors and directors).</i>
<b>Partner</b>		
<b>Share decision-making power</b>		
<b>Be flexible</b>		
<b>Involve</b>		

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**APPENDIX 7.2**

## Brainstorming and Planning Document for Schools Intentionally Pursuing Diversity, Inclusion, and Equity

To reinforce the importance of schools, departments, or school systems intentionally focusing on diversity, inclusion, and equity, use the table below to brainstorm ways to increase these characteristics for students, families, or staff. For each concept, there is a column for potential activities and a space to document accountability measures to ensure that plans are actually implemented. Refer to the sample idea for inspiration and motivation.

Concept	Potential ideas	Target audience	Accountability measures
<b>Diversity</b>	<i>The school district will increase the number of racially and ethnically minoritized (REM) individuals who are hired into licensed positions by 10% within the upcoming school year.</i>	Staff	<i>This activity will be included in the school district's strategic plan, which is available to the public. Additionally, the school district will provide at least semiannual progress to a variety of stakeholder groups (e.g., community-based and parent advocacy groups) that have a vested interest in increasing REM individuals in licensed positions.</i>
<b>Inclusion</b>			
<b>Equity</b>			

## APPENDIX 8.1

### Customizable NASP Exposure Project Principal Letter

The following letter can be helpful for school psychologists (e.g., practitioners, faculty, graduate students) who are interested in using NASP Exposure Project materials to introduce high school students to school psychology. Additionally, related disciplines (e.g., general and special education, school counseling, school social work) might find the letter helpful as they develop and plan their respective recruitment campaigns. Feel free to modify as appropriate.

*Note:* A similar letter should be developed for college/university professors.

[Date]

Dear Principal—

I am writing to you on behalf of the National Association of School Psychologists (NASP), the Multicultural Affairs Committee (MAC), and the African American Subcommittee. Consistent with NASP's strategic goals in the areas of social justice and workforce shortages, several multiyear initiatives are under way to recruit and retain school psychologists, especially those who are from racially and ethnically minoritized (REM) backgrounds. It is critically important that school psychologists reflect the students, families, schools, and communities they serve.

After a very successful pilot implementation during the Spring 2018 semester, NASP has launched the *Exposure Project* (EP) to introduce high school students to the field of school psychology. To measure success, we will be tracking the number of presentations completed and the number of students who attend each session.

As you are the principal of a high school, we invite you to support this initiative. With your permission, we would like **to present school psychology career information to your students. We envision school psychologists and/or school psychology graduate students offering a 30-minute presentation followed by the opportunity for questions and answers.** To accommodate school schedules, we are flexible in how these presentations occur (e.g., during certain classes and/or arranged through the career center/school counseling office).

If you are interested in supporting this exciting project that will shape the future of school psychology, please provide names and contact information of individuals who may be helpful in planning these presentations (e.g., career center director, school counseling director, school psychologist) at your earliest convenience.

If you would like additional information about the EP, please feel free to contact me [insert email address and/or telephone number].

I look forward to speaking with you in the very near future.

With respect and gratitude,

[insert your name or those of national leaders who can serve as sponsors for the project]



## APPENDIX 8.2

### Customizable Supervisor Letter

The following letter can be helpful for school psychologists (i.e., practitioners) who are interested in using NASP Exposure Project materials to introduce high school students to school psychology but also need the support or permission of their coordinator, supervisor, or director. Additionally, related disciplines (e.g., general and special education, school counseling, school social work) might find the letter helpful as they develop and plan their respective recruitment campaigns. Feel free to modify as appropriate.

Dear [Coordinator, Supervisor, Director]

To address significant shortages in school psychology, the National Association of School Psychologists (NASP) has embarked on a multiyear initiative to expose high school students to the field of school psychology (please see *High School Exposure Project Principal Letter*).

With principals' permission, and working collaboratively with their staff, I will be supporting this project by offering a 30- to 45-minute PowerPoint presentation that has been developed and approved by NASP for this purpose.

I do not foresee any negative impact on my other job responsibilities.

Please let me know if you have any questions or concerns.

Thanks for your support as we raise awareness about school psychology.

[Your Name]  
School Psychologist

**APPENDIX 8.3**

## NASP Exposure Project Checklist

The following checklist can be helpful for school psychologists (e.g., practitioners, faculty, administrators) and school psychology graduate students who are interested in using NASP Exposure Project materials to introduce high school students or undergraduates to school psychology. Additionally, related disciplines (e.g., general and special education, school counseling, school social work) might find the checklist helpful in developing and planning their respective recruitment campaigns. Feel free to modify as appropriate.

Number	Task	Relevant document	Comments
1	Contact a local high school or a high school in your school system.	Exposure Project high school principal letter	Customize the letter as appropriate. Ideally, presenters (e.g., school psychologists or graduate students) will already have a working relationship with high schools, which could increase the likelihood of principals agreeing to the presentation.
2	If necessary, send an email to your coordinator, supervisor, lead school psychologist, or director.	Exposure Project supervisor letter	Customize the letter as appropriate. The letter is not necessarily for their permission, but as a courtesy to inform them of what you are planning to do, why you are involved in this project, and NASP's support for the initiative.
3	After hearing from the principal, if necessary, offer to have a short meeting to explain the project.		You are supporting a NASP initiative to expose students to the field of school psychology. Relatedly, the larger goal is to help address significant shortages in school psychology.
4	Collaborate with the principal and/or others to determine the best way to offer the presentations.	Exposure Project high school presentation	The PowerPoint presentations should last between 30 and 45 minutes. If possible/available, AP psychology or psychology elective classes may be good options for offering the presentations.
5	Schedule the presentations.	Exposure Project high school presentation	Following the presentation, answer student questions. Also, leave your contact information (e.g., business card) with the teacher/school counselor, as well as NASP information about school psychology with the students or in the school counseling office (e.g., career center).
6	Collect the necessary data.	Google form	This is very important to track the number of schools, states, presentations, and students reached by this presentation.
7	Submit the data tracking form.	Google form	Please submit the data tracking form within 24 hours of each presentation.
8	Share, share, share!		Generate interest in the initiative by posting regular updates on various social media outlets (e.g., Twitter, Instagram, Facebook, LinkedIn) and using hashtags that represent the initiative.

**APPENDIX 8.4**

## The Five C's of Equity

To plan ways school- and district-based teams can use the Five C's of Equity by choosing something to focus on, committing to the work, centering marginalized and minoritized voices by building coalitions, communicating with stakeholders, and celebrating the wins, the following table can be used to brainstorm ways that you and your colleagues can engage in various activities that are aligned with these broad principles. For each principle, there are three columns for considerations and spaces to document your thoughts or ideas. Also, feel free to modify the considerations by adding or asking questions that are more significant to you and your team. The considerations provided are examples to help you think critically about each principle. Hint: you might refer to discussion question #2 for ideas related to the first three C's.

Principle	Consideration #1	Consideration #2	Consideration #3
<b>CHOOSE something to focus on.</b>	What problem are we trying to solve?	Why is this a problem?	How will solving this problem affect equitable outcomes for children, families, schools, or communities?
<b>COMMIT to the work.</b>	What specific behaviors will be used as indicators of commitment?		Which metrics will hold us accountable for remaining committed to the work?

(continued)

## The Five C's of Equity *(page 2 of 2)*

Principle	Consideration #1	Consideration #2	Consideration #3
<b>CENTER marginalized and minoritized voices by building coalitions.</b>	For the problem that we've identified, which voices have been marginalized related to this issue?	How can we center the voices and perspectives of those who have been historically marginalized on this issue?	How can we build coalitions with communities that have been historically marginalized on the issue that we are trying to solve?
<b>COMMUNICATE with stakeholders.</b>	How regularly will we communicate with stakeholders?	What will be shared in our communication with stakeholders?	Which method(s) will be used for communication? Who will be responsible for facilitating communication with stakeholders?
<b>CELEBRATE the wins.</b>	What is one action that can be taken rather immediately that will likely lead to a small win?	How can the win be presented so that the work of historically marginalized voices is valued?	After each win, how can we build upon it for successive wins? Which action makes the most sense to pursue next based on our previous win?

**APPENDIX 9.1**

## Philosophical Orientation and Professional Schema Worksheet

As described on page 170, the Philosophical Orientation and Professional Schema assignment is a brief reflection paper that encourages graduate students to provide a thoughtful analysis of their emerging beliefs and professional positions as developing school psychologists. The assignment, however, is applicable to all educators and disciplines. As a graduate student or someone already serving as an educator, use the following table to think about, fill in, and discuss the various sections with your classmates or colleagues.

Area	Comments and reflections	Why is this important to me?
What are my emerging beliefs about education (e.g., teaching, administration/leadership), school psychology, school counseling, or social work?		
How can my respective discipline support students, families, schools, and communities?		
Why did I choose to become a teacher, administrator, school psychologist, school counselor, school social worker, or other mental health provider?		

*(continued)*

## Philosophical Orientation and Professional Schema Worksheet *(page 2 of 2)*

Area	Comments and reflections	Why is this important to me?
Are there particular students (e.g., age(s), grade level(s), race/ethnicity) that I am especially interested in serving?		
What skills are necessary for me to continue developing as an educator, administrator, or clinician?		
Which research should I learn more about to continue developing as an educator, administrator, or clinician?		