

**Excerpts from the Report of the NASP Equity, Diversity, and Inclusion Implementation Task
Force**

Abbreviated Web Version Prepared November 2022

Executive Summary

At its September 2019 meeting, the Board of Directors approved the creation of the Equity, Diversity, and Inclusion (EDI) Implementation Task Force to provide context for the recommendations in the *Diversity and Inclusion Plan* developed by an external consultant, Dr. Bentley Gibson. The charge of the EDI Implementation Task Force is to

- Review and summarize the relevant research on multicultural, diversity, and social justice issues from school psychology and related professions;
- Identify specific implementation activities grounded in the extant literature;
- Recommend how these activities should be prioritized; and
- Provide a framework for how the EDI initiatives can be monitored and evaluated for effectiveness

The 10-person Task Force consisted of seven members selected through the want ad process and three liaisons appointed from the LGBTQI2-S, Multicultural Affairs, and Social Justice Committees. The Task Force was also supported by a chair, strategic liaison, and two staff liaisons. The Task Force held its first meeting in November 2019 and has completed its work via monthly virtual meetings. Feedback was solicited through surveys to the Board of Directors, staff directors, the Leadership Assembly, and school psychologists, and the Equity, Diversity, and Inclusion Town Hall held at the 2020 Convention. Based on a review of the *Diversity and Inclusion Plan* and feedback from the constituent groups, the Task Force developed the following EDI goals and objectives.

- **Goal 1:** Foster a NASP culture that supports the inclusion of individuals from historically underrepresented and minoritized groups and promotes equity in policies and practices
 - Eliminate barriers to meaningful participation in NASP and promote a culture of inclusion
 - Monitor and evaluate NASP policies and leadership experiences from an equity perspective
 - Build capacity for equity-focused and socially just leadership practices
- **Goal 2:** Increase diversity in the field of school psychology to ensure adequate representation of individuals from historically underrepresented and minoritized groups
 - Increase awareness of and knowledge about school psychology as a desirable career choice
 - Engage in graduate program recruitment and retention activities that target members of underrepresented and minoritized groups
 - Provide supports for school psychologists who are members of minoritized groups, to help retain them as members of the profession
- **Goal 3:** Increase diversity in NASP membership and leadership to adequately ensure representation of individuals from historically underrepresented and minoritized groups
 - Increase the value of NASP membership to minoritized school psychologists
 - Increase access to leadership opportunities for minoritized NASP members
 - Promote a sense of belonging for minoritized NASP members
- **Goal 4:** Promote NASP members' and leaders' cultural humility, awareness of bias, and ability to engage in culturally responsive and socially just practices
 - Build capacity of graduate programs to prepare graduate students to engage in culturally responsive and socially just practices

- Provide professional development opportunities to enhance school psychologists' ability to engage in culturally responsive and socially just practices
- **Goal 5:** Facilitate and disseminate rigorous research that promotes understanding of equity, diversity, and inclusion (EDI) and its implications for the practice of school psychology
 - Promote the production of methodologically sound EDI research in school psychology
 - Increase access to methodologically-sound EDI research to close the research-to-practice gap
- **Goal 6:** Promote equitable educational experiences and outcomes for youth ages 0-21 from historically underrepresented and minoritized groups, including empowerment of families and communities
 - Develop school psychologists' capacity to engage in social justice advocacy
 - Increase organizational advocacy on equity issues
 - Incorporate social justice in school psychology practices and school policies

The Task Force report includes 86 recommendations for the NASP Board of Directors, committees, delegates, and staff directors with implication for school psychology practice, advocacy, and graduate education. The proposed actions under each goal are organized by level of change (i.e., structural, cultural, behavioral; Holvino et al., 2004) and priority level (i.e., immediate, **short-term**, medium-term, long-term). The Task Force's plan to assess the impact and effectiveness of NASP's EDI initiatives is embedded under the activities for Goal 1, Objective 2. The report concludes with a glossary of terms used in the Task Force report, a history of past diversity initiatives in NASP, and a database of the research reviewed by the Task Force.

Introduction

Background

The Board of Directors and NASP staff directors participated in an implicit bias training at the June 2019 Board meeting. The training was led by an external consultant, Dr. Bentley Gibson (<http://www.thebiasadjuster.com>), who also surveyed participants about their equity concerns in NASP and school psychology and possible strategies to address these concerns. This information was then used to develop a *Diversity and Inclusion Plan*. This plan was intended to be a starting point for the development of an Equity, Diversity, Inclusion (EDI) strategic plan for NASP and help leaders use what was learned in the training to address bias within the Association and our practices. At its September 2019 meeting, the Board of Directors approved the creation an EDI Implementation Task Force.

The charge of the EDII Task Force is to provide context for the recommendations in the *Diversity and Inclusion Plan* by

- Reviewing and summarizing the relevant research on multicultural, diversity, and social justice issues from school psychology and related professions;
- Identifying specific implementation activities grounded in the extant literature;
- Recommending how these activities should be prioritized; and
- Providing a framework for how the EDI initiatives can be monitored and evaluated for effectiveness

A call for applications to the Task Force was posted in 17 NASP communities and applications were due on October 15, 2019 (see Appendix A). A total of 19 applications was received; seven members were selected from that applicant pool. In reviewing the applications, close attention was given to ensure diversity across cultural identities, professional roles (i.e., practitioners, graduate educators, graduate students), experiences in NASP leadership, and geographic region (Malone, 2020). An additional three members were appointed as liaisons from the three professional advocacy committees that address diversity and equity issues: LGBTQI2-S Committee, Multicultural Affairs Committee, and Social Justice Committee. The Task Force was also supported by a strategic liaison and two staff liaisons. The Task Force roster is included in Appendix B.

Initial Work and Guiding Assumptions

The Task Force held monthly virtual meetings starting in November 2019. During its early meetings, the Task Force developed a list of common terminology (e.g., diversity, inclusion, equity) and reviewed research on multicultural organizational development. Additionally, through discussion and consensus, the Task Force developed these guiding assumptions for our work:

- Professional associations significantly influence professional practice and standards.
- A diverse school psychology workforce is better equipped to address the needs of an increasingly diverse PK-12 student population.
- The demographics of school psychologists should reflect the diversity of the students we serve.
- The term “minoritized” instead of “minority” better reflects that certain groups in the United States experience systemic discrimination, racism, exclusion, and reduced social power.¹

¹ See Appendix C for a definition for “minoritized.”

- Individuals of multiple marginalized identities experience greater discrimination and oppression due to intersecting identities.
- Individuals of all backgrounds are included and valued in NASP and should have meaningful opportunities for participation and leadership.

Stakeholder Engagement

The Board of Directors and staff directors reviewed Dr. Gibson's *Diversity and Inclusion Plan* and provided feedback on the appropriateness of the goals, the most important strategies for each goal, and if additional goals were needed. Based on this feedback, the Task Force created six draft goals.

To receive feedback on the proposed goals, the Task Force surveyed the NASP Leadership Assembly and school psychologists. The Leadership Assembly survey was open February through March 2020. Respondents were asked to provide feedback on each goal and how they can advance the goal as a delegate or with their committee. 43 responses were received: 19 (44.2%) committee chairs, 20 (46.5%) delegates, and 4 (9.3%) other. Feedback was generally positive. Respondents provided several comments which were used to inform the recommended actions in this report. The general feedback survey was also open February through March 2020. This survey was open to all school psychologists regardless of NASP membership. Respondents strongly agreed that these goals were appropriate for NASP. In the comments, they noted that NASP needs to address EDI using a systems-level approach and be accountable for monitoring progress towards EDI goals and provided wording suggestions for the goals (see Dupart et al., 2020).

The Task Force also held an Equity, Diversity, and Inclusion Town Hall at the 2020 NASP Convention in Baltimore, MD. The town hall was well attended with participants from multiple career stages. Discussion centered on three topics: what NASP has done well with regards to EDI, what challenges NASP has experienced with EDI, and what NASP needs to do to advance EDI. Participants acknowledged that NASP has made significant strides over the past several years in addressing multicultural and social justice issues in school psychology as evidenced through the adoption of the Social Justice strategic goal, the creation of the Social Justice Committee, and increased coverage of EDI topics in the *Communiqué* and convention programming. However, participants noted that efforts tended to focus on representational diversity with little recognition of the structural barriers (e.g., racism) that affect representation and limit full participation in NASP. They suggested that NASP take a more prescriptive approach to enhancing EDI in the profession through the graduate program approval process, national certification system, and leadership onboarding. More detailed information about the discussion themes can be found in Dupart et al. (2020).

Procedures Used in Developing the Action Plans

The Task Force undertook its work by dividing into four small groups. Each subgroup reviewed the research relevant to their goals (see Appendix H) and drafted action plans that provided a rationale, objectives, and recommended actions for each goal. The subgroups completed their tasks via email and conference call and provided updates to the larger group throughout the writing process. The initial drafts of the action plan were circulated to each of the other subgroups who offered edits and comments. A draft of the full Task Force report (i.e., relevant background, goal action plans, appendices) was then reviewed by the Board of Directors, the three professional advocacy committees with liaisons to the Task Force (LGBTQI2-S, Multicultural Affairs, and Social Justice Committees), and the Graduate Student Committee. A survey was used to obtain feedback on the objectives and recommended actions.

Groups were also invited to comment on the draft document. These feedback and comments were used to draft the final version of the Task Force report.

Equity, Diversity, and Inclusion Goals

1. Foster a NASP culture that supports the inclusion of individuals from historically underrepresented and minoritized groups and promotes equity in policies and practices
2. Increase diversity in the field of school psychology to ensure adequate representation of individuals from historically underrepresented and minoritized groups
3. Increase diversity in NASP membership and leadership to adequately ensure representation of individuals from historically underrepresented and minoritized groups
4. Promote NASP members' and leaders' cultural humility, awareness of bias, and ability to engage in culturally responsive and socially just practices
5. Facilitate and disseminate rigorous research that promotes understanding of equity, diversity, and inclusion (EDI) and its implications for the practice of school psychology
6. Promote equitable educational experiences and outcomes for youth ages 0-21 from historically underrepresented and minoritized groups, including empowerment of families and communities

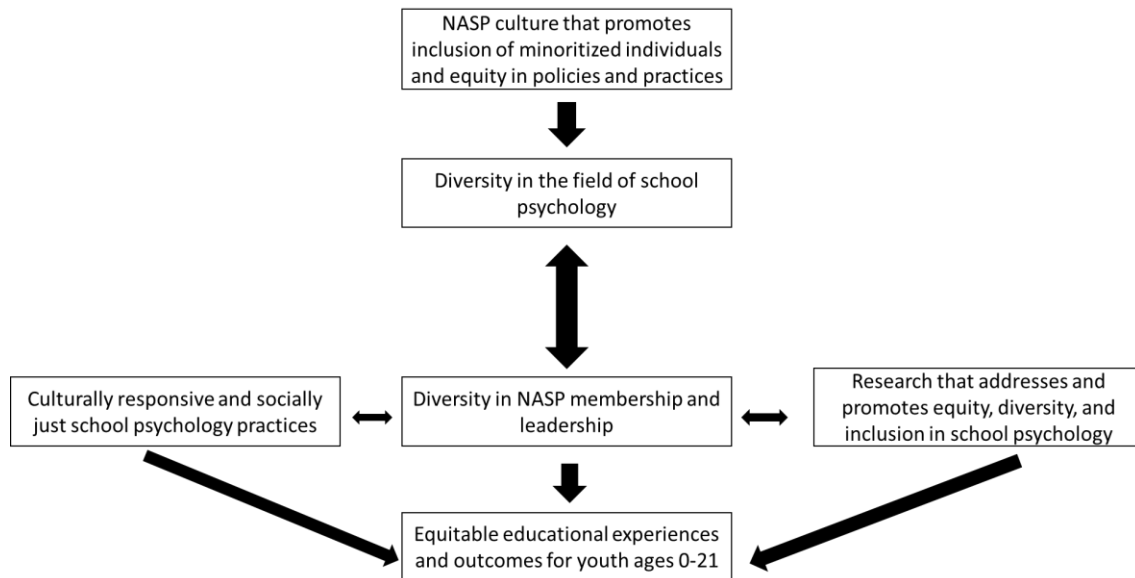
Conceptual Model of the EDI Goals

One of the Task Force's guiding assumptions was that professional associations significantly influence professional practice and standards. Associations play a significant role in defining a profession, determining who can be a member of the profession, and guiding practice in the profession through the development of professional standards and the provision of professional development opportunities, (Pemberton, 1994; Rusaw, 1995). NASP, as the largest school psychology professional association in the world, plays this role for school psychology. The NASP professional standards define contemporary school psychology and guide school psychology graduate education, credentialing, professional practice and services, and ethical behavior of school psychologists (NASP, 2020). Additionally, NASP uses its policy documents (e.g., position statements, resolutions) to influence policy related to education, schools, and mental health and, ultimately, improve outcomes for children (Jimerson, 2014; Rusaw, 1995). As NASP works towards the goal that "all children and youth are valued and that their rights and opportunities are protected in schools and communities (NASP, 2017), the Association must examine its policies and practices to ensure that they are developed with an equity lens, enable all NASP members to fully participate in decision-making, and center the voices of the marginalized communities we seek to support (Garcia-Vazquez et al., 2020; Malone & Proctor, 2019).

Figure 1 provides a graphical overview of how the EDI goals are interrelated. To promote an inclusive organizational environment, NASP must examine its policies from an equity lens to dismantle barriers that limit full participation in the association and entry to the profession. Additionally, NASP's advocacy and professional practice standards should promote social justice and redress existing education and mental health disparities (Malone, 2020). This increased focus on equity in NASP can change perceptions about diversity in school psychology and attract individuals from minoritized groups to the profession (Bocanegra et al., 2016; Chandler, 2011; Ferdman, 2014). Without an increase of diversity in the profession, there will likely not be increased diversity in NASP. But this is a bidirectional relationship in that the increased presence of minoritized individuals in NASP sends an important message school psychology's commitment to diversity, enhances opportunities for minoritized members, and leads to broader organizational change (Fredete et al., 2016; Solebello et al.,

2016). Diversity in the profession leads to innovation in developing resources to improve school psychology training, guide culturally responsive practices, and promote research addressing equity, diversity, and inclusion (Blake et al., 2016). Additionally, the increased diversity in NASP leads to a critical mass of minoritized individuals to promote equity policies and shape NASP’s public policy agenda to further promote equitable experiences and outcomes for youth (Cook & Glass, 2015).

Figure 1. *Conceptual Model of the EDI Goals*



Theoretical Framework for Recommended Actions

Research on multicultural organizational development indicates that diversity initiatives must address three levels of organizational change: structural change, cultural change, and behavioral change (Holvino et al., 2004). *Structural change* focuses on the formal systems that control and guide the work of the organization. Specifically, changes at the structural level target policies, practices, and organizational structures to ensure that they support the goals of diversity. Organizational culture refers to the basic assumptions, values, beliefs, and ideologies that define an organization’s view of itself. Thus, *cultural change* focuses on identifying the informal practices and beliefs that comprise an organization’s culture and considering how these practices influence the treatment of and opportunities for members of different groups. Finally, *behavioral change* seeks to change individual and interpersonal behaviors that may hinder the goals of diversity. For example, these behaviors include microinequities that support exclusion and differential treatment towards some people in practices. Change at all three levels is needed to help members of the organization internalize a diversity orientation while creating an environment and cultural norms to support and maintain that behavior change.

Evaluation of EDI Goals

The Task Force was also charged with developing a framework for monitoring and evaluating the effectiveness of the proposed EDI initiatives. Evaluation activities are listed under EDI Goal 1, Objective 1 (monitor and evaluate NASP policies and leadership experiences from an equity

perspective). The metrics and evaluation activities were selected to assess NASP’s progress with regards to diversity, inclusion, and equity. The *diversity* metrics examine how well individuals from historically underrepresented and minoritized backgrounds are represented in school psychology and in NASP membership and leadership. Evaluation activities for *inclusion* consider how school psychologists’ different identities are valued, leveraged, and welcomed in NASP. *Equity* measures consider if all members have the same opportunities for participation and recognition in the Association. Additionally, equity measures examine the visibility and accessibility of EDI topics in NASP’s work. As the Task Force recommendations are implemented, the Board of Directors is encouraged to use this EDI framework to identify other appropriate metrics to monitor NASP’s progress. A summary of the recommended evaluation activities is noted in the table below. In addition to the noted evaluation activities, we suggest that the Board of Directors monitor implementation of the Task Force recommendations by noting the status of each activity (i.e., complete, in progress, not started).

Diversity	Inclusion	Equity
<ul style="list-style-type: none"> • Leadership census to monitor demographic data • Collection of member demographic data • Diversity audit of NASP resources and publications to ensure representation of human diversity 	<ul style="list-style-type: none"> • Exit interview to learn about experiences participating in NASP leadership • Question on annual membership survey to assess members’ perceptions of belongingness in NASP 	<ul style="list-style-type: none"> • Demographics of award recipients • NCSP policies, procedures, and applicant demographics • Promotion of EDI-focused articles in NASP publications, convention sessions, and professional development

EDI Goal Action Plans

NASP Culture that Promotes Inclusion and Equity

Goal: Foster a NASP culture that supports the inclusion of individuals from historically underrepresented and minoritized groups and promotes equity in policies and practices

Background and Rationale

On the continuum of multicultural organization development, NASP is best described as being in the positive action stage. Organizations in this stage are committed to creating an environment that promotes greater inclusion of those who have been historically underrepresented in the organization; however, the organizational norms are grounded in the dominant group's culture with an implicit expectation that non-dominant group members assimilate to feel included (Holvino, 1998). Moving out of this transitional phase to become a more multicultural organization requires examination of how organizational norms have privileged members of the dominant group while simultaneously excluding members of non-dominant groups leading to their underrepresentation in the organization. Individuals from racial and ethnic minoritized (REM) groups have long been underrepresented in NASP and in school psychology. REM individuals comprise only 13% of NASP members (Walcott & Hyson, 2015) as compared to 23.6% of the United States population (U.S. Census Bureau, 2019). This begs the question (and examination) of the extent racism has affected all facets of school psychology including, access and entry to the profession, graduate education and training, professional practice, research, and professional advocacy (García-Vázquez et al., 2020).

REM school psychologists are not the only groups underrepresented in NASP. Individuals with disabilities are also underrepresented in psychology and have not experienced the same kinds of representational growth of other diverse groups in psychology (Lund et al., 2016). For example, results from NASP's 2018-2019 annual survey found that just 5% of respondents identified as having a disability. School psychology's approach to disability has largely been influenced by the medical model of disability which focuses on rehabilitating or remediating disabled students². Given how disability is conceptualized in our graduate training and professional practices, NASP must also consider how school psychologists have internalized ableist biases and how that has influenced the extent to which individuals with disabilities can participate in school psychology and in NASP (Smith et al., 2008).

All members of an organization, especially those who hold dominant group membership, must learn and be mindful of their personal biases and examine assumptions of power, voice, competence, and effectiveness. The bias of individuals is routinely replicated through an organization's collective decisions and actions. In the absence of diverse counter-perspectives, this bias becomes compounded, permeates organizational culture, and is maintained through organizational policies, practices, and informal norms (Ravasi & Schultz, 2006). It is essential that a diverse range of leaders be "at the table" to contribute a wide range of viewpoints. Such diversity also helps guard against siloed thinking when

² Consistent with the American Psychological Association *Publication Manual* (7th edition), we alternate between person-first and identity-first language throughout the report. Person-first language puts a person before a diagnosis and frames disability as something a person "has" rather than asserting that is what a person "is." While the intent of person-first language is to convey respect, it has been criticized for implying that disability is something negative. Many advocates in the disability community prefer identity-based language to promote disability as a positive cultural identifier. When working with individuals with disabilities/disabled individuals, school psychologists should honor the individual's preference for either person-first or identity-first language.

making decisions about the strategic goals of the organization and specific activities designed to advance them.

Organizations, such as NASP, that are in a transition from being a monocultural to a multicultural organization, often experience tension as a critical mass of non-dominant group members question existing practices and push for change. NASP demographics have started to shift towards greater racial and ethnic diversity over the past three decades. The percentage of NASP members from REM groups has grown from 6% in 1990 to 12% in 2015 (Walcott & Hyson, 2018). Additionally, REM students comprise 29% of school psychology graduate students (Gadke et al., 2019). These demographic shifts have been accompanied by ideological shifts as early career school psychologists are more likely to have been exposed to social justice content in their graduate training (Pedrotti & Burnes, 2016; Shriberg et al., 2011). With the growing diversity of NASP membership and increased sensitivity to equity issues, there has been a strong push for the Association to reflect on its norms and shift from the dominant perspective to increased inclusivity.

An inclusive organization is one in which people feel safe, engaged, valued, and appreciated as individuals and as members of multiple identity groups (Ferdman, 2017). Full inclusion is achieved when minoritized members feel like they have a voice in organizational practices and feel socially accepted and welcomed in the organization (Fredete et al., 2016). NASP must cultivate a greater sense of belonging to ensure that individuals from minoritized backgrounds have full participation in the organization without having to assimilate to the majority group or sacrifice their individuality (Ferdman, 2017). It is also important for NASP to consider what members of different groups need in order to be able to fully access and participate in the association. For example, those with disabilities are marginalized when they are expected to adjust to inaccessible environments and expectations (Bulk et al., 2017). Requiring these individuals to disclose a disability to receive accommodations enforces the binary between the enabled and disabled.

As NASP redefines itself as a multicultural organization, it will be important to implement structural changes to ensure the oppressive systems that impact American society are not replicated in NASP. This requires the Association to embrace an expanded vision of diversity that not only considers the multiple and overlapping cultural identifiers that individuals hold, but also the privilege and marginalization individuals experience based on dominant or non-dominant status within these cultural groups (Hays, 2016)³. Additionally, the Association needs to develop leaders' capacity to reflect on the biases they hold and engage in socially just leadership practices so that the work of transforming NASP to a multicultural organization is equitably distributed and minoritized members are not unduly burdened (Pedrotti & Burnes, 2016). As a field that values data-based decision making, NASP must collect data to assess representation of minoritized groups to understand NASP's current degree of diversity and monitor the organization's progress towards increased inclusion and equity (Holvino et al., 2004).

Action Plan: To facilitate NASP's transition to a multicultural organization, the recommended actions address these three objectives: (1) eliminate barriers to meaningful participation in NASP and promote a

³ Pamela Hays's (1996, 2008, 2016) "ADDRESSING" model is a useful framework to reflect on sociocultural diversity and facilitate recognition and understanding of the complexities of individual identity. According to Hays, consideration of age, developmental disabilities, acquired disabilities, religion, ethnicity, sexual orientation, socioeconomic status, Indigenous group membership, nationality, and gender/gender identity contributes to a complete understanding of cultural identity. This framework prompts individuals to engage in the personal work of introspection and self-reflection to understand how culture has influenced their worldview and the interpersonal work of learning from and about other cultures.

culture of inclusion; (2) monitor and evaluate NASP policies and leadership experiences from an equity perspective; and (3) build capacity for equity-focused and socially just leadership practices.

Diversity in the Field of School Psychology

Goal: Increase diversity in the field of school psychology to ensure adequate representation of individuals from historically underrepresented and minoritized groups

Background and Rationale

Studies have confirmed that the field of school psychology is inadequately diverse, and this is observed among all subgroups within the profession – practitioners, graduate educators, and students (Blake et al., 2016; Chandler, 2011; Proctor & Truscott, 2013). At the same time, there is an increased number (and greater awareness) of children and youth from REM groups; whose sexual orientation or gender identity/expression is non-normative; or who have disabilities -- including “hidden disabilities” such as mental and emotional illness and medical illness. The U.S. Census Bureau predicts a 50% increase in students who are members of REM groups, and 13.7% of persons aged 3-21 were students with disabilities in academic year 2017-2018 (Editorial Projects in Education, 2019). By 2024, students from REM groups will comprise approximately 55% of the public school population (Hussar & Bailey, 2016). In contrast, according to results from the NASP 2015 Membership Survey, 87.2% of respondents identified as White, while only 6% identified as Latinx, 5.1% identified as being Black or African American, and 2.9% identified as Asian (Walcott & Hyson, 2018). It is important to note that school psychologists who identify as Indigenous Americans (IA) are not reflected in the 2015 Membership Survey results. Similarly, a survey of graduate education programs in school psychology revealed that fewer than one-third (29%) of enrolled students identified as members of minoritized groups (Gadke et al., 2019). The in-school presence of adults representing diverse groups is critical to the achievement and health of children who also are members of these groups (Maylor, 2009). By extension, school psychologists, as influential experts and helpers, represent valuable models who can promote high aspirations for students, and serve as trusted confidantes and advocates.

“Diversity” is one of NASP’s core values, and within the broader context of social justice, it is a focus of one of NASP’s strategic goals. Thus, achieving greater diversity – balanced representation of historically underrepresented and minoritized groups – is a priority for NASP, given its clear and well-documented benefits for children, families, educators, and school psychologists themselves. The Action Plan developed for this goal targets various factors associated with the recruitment and retention of minoritized groups in the field of school psychology. These include: promoting awareness and career appeal of the profession among underrepresented and minoritized groups; recruitment and admission of students from minoritized groups into graduate programs; fostering retention by promoting supportive cultures and practices in graduate programs; consistent implementation of curricula and policies that are equitable and inclusive; increasing numbers of faculty who are themselves members of under-represented and minoritized groups; and improving career satisfaction and opportunities for advancement.

Various studies have indicated these phenomena and accompanying strategies as critical in increasing diversity within the field of school psychology (Blake et al., 2016; Chandler, 2011; Proctor & Truscott, 2013). For example, Proctor and Truscott (2013) observed that activities to increase awareness of (and exposure to) the profession of school psychology should be promoted at the organizational, program,

and practitioner levels. They note that these efforts should begin with students in high school and continue with undergraduate students; doing so could potentially draw in members of minoritized groups who might not otherwise be aware of the field. Focusing recruitment efforts at minority-serving institutions (MSIs), such as Historically Black Colleges and Universities (HBCUs), Hispanic-Serving Institutions (HSIs), Asian American and Pacific Islander Serving Institutions (AAPISI), and Tribal Colleges and Universities (TCUs), could further increase awareness of school psychology among minoritized groups (Chandler, 2011; Proctor & Truscott, 2013; Minority Serving Institutions Program, 2019). Minoritized faculty play an especially important role in recruiting and retaining minoritized students; therefore, efforts should also be made to diversify faculty (Malone & Ishmail, 2020; Grapin et al., 2016). Further, retention of racial and ethnic minoritized students and early career school psychologists can be enhanced via supportive mentoring, especially when offered in a spirit of cultural humility that is accompanied by a willingness to take action to dismantle racism and to engage in public advocacy (Martinez-Cola, 2020).

Action Plan: The Action Plan presented below contains three different emphases, and strategies are offered for each: (1) increase awareness of and knowledge about school psychology as a desirable career choice; (2) engage in graduate program recruitment and retention activities that target members of under-represented and minoritized groups; and (3) provide supports for school psychologists who are members of minoritized groups, to help recruit and retain them as members of the profession.

Diversity in NASP Membership and Leadership

Goal: Increase diversity in NASP membership and leadership to adequately ensure representation of individuals from historically underrepresented and minoritized groups

Background and Rationale

School psychology is a disproportionately White and female profession; NASP membership demographics reflect this reality. The 2015 NASP member survey found that for the 1274 respondents, only 16% were male and just 6% of respondents were Hispanic, 5% were Black, and less than 3% were Asian (Walcott & Hyson, 2018). Although these figures represent some degree of change over time since 1990, when membership was 35% male and 94% White (Walcott & Hyson, 2016), there remains a long way to go before the profession even begins to match the populations school psychologists serve. NASP membership data is often used as the demographics of the profession; however, research suggests that NASP race and ethnicity data may underestimate the percentage of REM school psychologists in practice (Graves et al., 2014; Lewis et al. 2008). In their study of urban school psychology practices, Graves et al. (2014) found that most of their Black participants (54%) were not NASP members because they saw no benefit to NASP membership.

To attract a diverse array of members, NASP must be perceived as relevant and welcoming to a diverse array of school psychologists. This begins with representational diversity. REM school psychologists, and school psychologists from all minoritized groups, must see themselves reflected in an organization's membership and leadership if they are to view the organization as one likely to understand their needs. Incorporating a broader range of voices and perspectives increases the likelihood that NASP will provide member benefits and resources seen as valuable to a wider range of school psychologists. It also provides a broader base from which to recruit a more diverse array of association leaders. Thus, addressing the lack of diversity in NASP membership is a "chicken-or-egg" issue: we need more diverse

members to attract more diverse members. This will require intentional efforts to recruit and retain minoritized school psychologists at all career stages. It will also require recruiting diverse NASP leaders.

Diversity leads to innovation. Organizations with racially and ethnically diverse boards are more likely to have equity policies such as those that promote REM individuals, support sexual minoritized individuals, and encourage the hiring of disabled individuals (Cook & Glass, 2015). Board diversity, coupled with meaningful and intentional efforts to include minoritized individuals in the board's decision making and policy development, is associated with increased board effectiveness and commitment (Fredete et al., 2016). Previous efforts to increase diversity in school psychology have focused on graduate students, practitioners, and graduate educators, but there has been little attention dedicated to intentionally diversifying the professional leadership of the field (Blake et al., 2016). This area merits specific focus as part of efforts to promote equity, diversity, and inclusion. One aspect of diversifying NASP leadership must include improving transparency and communication about pathways to leadership. Most NASP leaders became engaged as the result of direct outreach from someone active in NASP (Hyson et al., 2018). Given that the field of school psychology and the membership of NASP are predominantly White, REM members and those from other minoritized groups may be less likely to be solicited for leadership opportunities. This warrants specific and intentional intervention.

State associations play an important role in developing a pipeline for NASP leadership. Unfortunately, a corresponding lack of diversity on the state level impacts leadership on the national level. Comprising approximately two-thirds of the Leadership Assembly, state delegates represent a substantial pool of leaders with considerable influence on the direction of the Association. Additionally, state leaders (e.g., state association presidents and board members) have access to leadership training from NASP at the annual Regional Leadership Meeting, which increases access to opportunities to develop leadership skills and strengthen their NASP network. Intentional efforts to promote access to such positions to a diverse range of school psychologists would support equity, diversity, and inclusion initiatives at the national level.

Action Plan. With these demographic realities in mind, along with the established benefits that come with diversified association membership and leadership, a range of recommendations are suggested to address three overarching aims: (1) increase the perceived value of NASP membership to minoritized school psychologists, (2) increase access to leadership opportunities for minoritized NASP members, and (3) increase the sense of belongingness for minoritized NASP members.

Culturally Responsive and Socially Just School Psychology Practices

Goal: Promote NASP members' and leaders' cultural humility, awareness of bias, and ability to engage in culturally responsive and socially just practices

Background and Rationale

The United States is becoming increasingly more culturally and linguistically diverse with this change most evident in the school-age population. By the year 2020, children from REM groups will comprise over one-half of children under age 18, and, by the year 2060, will represent almost two-thirds of all children (Vespa et al., 2018). Additionally, over 20% of children between the ages of five and 14 speak a language other than English at home (Ryan, 2013). School psychologists have an ethical responsibility to support these children and families by engaging in culturally responsive practices to promote positive

outcomes (Johnson et al., 2019; NASP, 2020). This requires school psychologists to be knowledgeable of how cultural factors affect children's experiences in schools and impact all aspects of school psychology practice. They must also display cultural sensitivity in their interactions with students, families, and school staff, and engage in professional and ethical behaviors that demonstrate respect for and awareness of cultural differences (Lopez & Rogers, 2001; Rogers & Lopez, 2002). Additionally, given the inequities that minoritized students experience in schools (Biddanda et al., 2019), school psychologists must know about the concepts of power, privilege, marginalization, and bias and be trained to engage in socially just practices so that they are prepared to challenge oppressive systems that prevent minoritized students from reaching their full potential (Malone & Proctor, 2019; Proctor et al., 2020).

Preparing school psychologists to engage in culturally responsive and socially just practice is the responsibility of graduate programs. The NASP *Standards for Graduate Preparation of School Psychologists* mandates that programs develop and evaluate their trainees' multicultural knowledge and skills (NASP, 2020). However, these standards do not provide explicit guidelines or directives for how programs should address multicultural training. Previous research suggests that programs should be intentional in how they address multicultural content in clinical training and provide didactic and experiential coursework to increase trainees' awareness of their own culture, values, and biases, and to develop their knowledge of other cultural groups and skills to work with diverse populations (Fouad, 2006; Speight et al., 1995). Additionally, many researchers have advocated for an integration-separate course model of multicultural training (Fouad, 2006; Newell et al., 2010; Rogers, 2006). This entails having at least one course specifically focused on multicultural, diversity, and/or social justice issues while also infusing this content throughout the curriculum (Chae et al., 2006; Newell et al., 2010). The standalone coursework builds trainees' knowledge of multicultural and social justice terminology, specific cultural groups, multicultural interventions, and strategies for combating social justice issues (Fouad, 2006; Mallott, 2010). It can also help trainees' increase their awareness of and sensitivity to cultural issues (Patterson et al., 2018; Vega et al., 2018). The integration of multicultural content in core school psychology courses emphasizes to trainees that multiculturalism and social justice are central to all work school psychologists do. As such, an integrated-separate course model ensures that trainees have sufficient exposure to basic concepts around culture and diversity while they also learn how these concepts fit within the broader context of school psychology practice.

Despite the importance of multicultural training, the evidence suggests that school psychology training programs are not providing multicultural training aligned with best practices. A review of the program schemes of all known school psychology programs indicated that 26% of programs do not offer a standalone multicultural course (Gross & Malone, 2019). Moreover, master's and specialist school psychology programs were less likely to offer a standalone multicultural course compared to doctoral programs (Gross & Malone, 2019). This is particularly concerning since approximately two-thirds of school psychology graduate students are enrolled in specialist level programs (Gadke et al., 2019) and that most school psychologists practice at the master's or specialist level (Walcott & Hyson, 2018). In a recent survey of school psychology program directors, 32% of participating programs did not offer a separate multicultural course (Malone & Ishmail, 2020). Additionally, this same study found that while almost all (92%) of programs used an integrated model of multicultural training, less than two-thirds (63%) of the participants reported having additional multicultural and diversity training since completion of their graduate programs (Malone & Ishmail, 2020). For an integration-separate course model to be successful, all program faculty must have the competence to teach the multicultural and social justice content related to the program courses that they teach (Newell et al., 2010). These program directors' lack of recent training in multicultural school psychology likely affects how well they may

integrate and teach multicultural content in core school psychology courses. Indeed, previous studies have found that faculty often overestimate the time spent addressing multicultural content in coursework or may not address these topics to the extent students would like them to (Beer et al., 2011; Constantine et al., 1996; Rogers, 2006). Given the variability in access to and quality of multicultural training, it is likely that some school psychologists may not be sufficiently prepared to meet the needs of minoritized students. To remedy this, school psychology training programs need resources to help them develop coherent plans to incorporate multicultural content throughout the curriculum and ensure that faculty have the competence and appropriate training to teach this content (Morgan Consoli & Marin, 2016; Newell et al., 2010).

School psychologists in practice must engage in continuing professional development (CPD) to ensure they develop and maintain the skills to work with minoritized populations. But, similar to school psychology faculty, practitioners may not engage in further multicultural and diversity training. In a survey of school psychologists' professional development activities, only 11% of CPD activities addressed the topic of diversity in development and learning (Armistead et al., 2013). Moreover, over half of participants reported a low need for future CPD on that topic (Armistead et al., 2013). This suggests that school psychologists may believe that they already have the knowledge and skills to work with minoritized students. However, these competency beliefs may not translate into culturally responsive practices. For example, Wilcox and colleagues (2020) found that despite high self-ratings of multicultural competence, psychologists failed to address cultural concerns in case vignettes. So, despite school psychologists' perceived efficacy in culturally responsive practices, they are likely still in need of additional training and support.

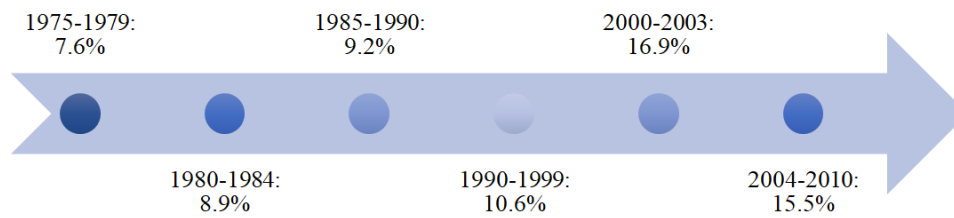
Action Steps: To prepare school psychologists to engage in culturally responsive and socially just practices, the recommended actions address these two objectives: (1) Build capacity of graduate programs to prepare graduate students to engage in culturally responsive and socially just practices and (2) Provide professional development opportunities to enhance school psychologists' ability to engage in culturally responsive and socially just practices.

Research to Promote EDI in School Psychology

Goal: Facilitate and disseminate rigorous research (e.g., reliable, valid, concepts grounded in theory, quantitatively or qualitatively robust design) that promotes understanding of equity, diversity, and inclusion (EDI) and its implications for the practice of school psychology

Background and Rationale: The lack of EDI research has been a persistent issue. While published research in school psychology journals (e.g., *Journal of School Psychology*, *Psychology in the Schools*, *School Psychology Review*, *Journal of Applied School Psychology*, *School Psychology*) related to diversity content (e.g., racial/ethnic minority, disability status, sexual/gender identity) showed a steady increase from 1975 to 2003 (see Figure 2; Brown et al., 2007; Grunewald et al., 2014; Miranda & Gutter, 2002; Rogers Wiese, 1992), the number of EDI-focused publications is still inadequate. The reasons for diminished publication numbers are not yet clear (e.g., Fewer submissions within school psychology? Editorial rejections due to content area, methodology, and other "publishability" factors?).

Figure 2. Average percentage of articles related to diversity content published in school psychology journals

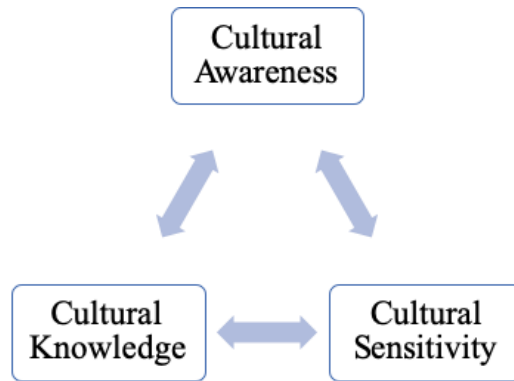


When examining publications related to race and ethnicity in school psychology versus related disciplines, such as special education and school counseling, school psychology journals have published the least amount of research on such topics (Noltemeyer et al., 2013). Additionally, epistemology around what is “school psychology” has directed researchers away from school psychology journals in this topic area. Journals and publishers appear to favor “traditional disciplinary scholarship” and, consequently, faculty who conducted research on topics like race, ethnicity, gender may have been at a disadvantage (Settles et al., 2019). Within academia, including school psychology, faculty of color have also reported experiencing epistemic exclusion, defined as “the combined impact of formal institutional systems, or established systems for the evaluation of scholarship, and individual biases in determining what knowledge is valuable and who is deemed a credible contributor to knowledge production” (Settles et al., p. 10). Thus, it is important to actively facilitate and disseminate **rigorous** EDI-related research conducted by school psychologists. We must create a space within NASP for both EDI research and EDI researchers.

NASP currently provides some media through which research on bias and EDI can be disseminated (e.g., website, podcast, and emails). However, additional effort is needed to foster EDI specific research. NASP must use its position to advocate for and publicize research in EDI to underscore its importance to the profession as a whole. We recognize that any change, especially organizational change, may be slow or challenging. Therefore, this overall research goal should be broken into immediate and long-term steps to create sustainable change that will benefit not only NASP members, but the entire field of school psychology -- as well as the students and families we serve.

The overarching rationale for this goal is to provide opportunities for NASP members to “interact” meaningfully with EDI research. Research known only to a small, closed circle is ineffective. Widely sharing research findings and increasing research capacity enables “research” to become actualized within the school psychology community and beyond. This begins the iterative process of cultural competency, based on Ajzen’s (1991) Theory of Planned Behavior (see Figure 3).

Figure 3. Iterative Process of Cultural Competency



To quote Miller et al. (2019, p. 1), "Specifically, research on race and racism is strengthened when scholars...promote the translation of knowledge from the laboratory to the field." Access to strong research on EDI issues is essential to promoting equitable experiences and outcomes for children and students, as well as their families, who are served by school psychologists. School psychologists - graduate students, practitioners, clinicians, trainers and scholars - benefit from research exposure as it fosters a better understanding of mechanisms and ways to promote EDI within the field (e.g., addressing personal bias, promoting cultural sensitivity, identifying and implementing promising practices). Thus, every member of the NASP community is a stakeholder in research. From trainers to graduate students, practitioners, teachers, school children, and families, all individuals benefit when findings from rigorous research are disseminated, promoting understanding of EDI. By reducing barriers to EDI research, we:

- a. signal to the profession that understanding of EDI is a valuable research focus;
- b. support the development of future researchers who will aim to study and work toward a better understanding of EDI issues;
- c. encourage an exchange of ideas and experience within the community, both academic and practice;
- d. minimize the spread of false or distorted information;
- e. facilitate the dissemination of EDI research to promote a culture of inclusivity within NASP and school psychology more broadly, which may attract more minoritized individuals to the field;
- f. impact peoples' beliefs, perspective, and knowledge, and thus their behaviors/service delivery; and,
- g. fulfill the last stage of scientific inquiry: communication to a wider audience.

Action Plan: While we recognize NASP's limited capacity to produce novel research, we believe that the organization has unlimited capacity to promote, support, and disseminate research surrounding the topic of EDI. For members of the NASP community, Goal 5 forwards two actionable ideas: (1) Promote the production of rigorous EDI research in school psychology and (2) Increase access to rigorous EDI research to close the research-to-practice gap.

Equitable Educational Experiences and Outcomes for Youth

Goal: Promote equitable educational experiences and outcomes for youth ages 0-21 from historically underrepresented and minoritized groups, including empowerment of families and communities

Although it is incumbent upon schools to educate all students, schools and educators may not be adequately equipped to address the unique needs of minoritized students as evidenced by the persistent racial and ethnic disparities in education. These educational disparities are well documented in the literature and government reports, indicating that students from REM backgrounds experience differences in disciplinary action, achievement outcomes, graduation rates, access to gifted education, and other educational opportunities (Cook, 2015; Nowicki, 2018). Research also demonstrates disproportionality in special education identification and, notably, Black children and children who are English learners are disproportionately identified as having educational disabilities and overrepresented in special education programs (Becker & Deris, 2019; Blanchett, 2006; Gregory, 1996; NASP, 2013). These disparities are a result of systemic racism in the United States education system and bias in school policies and practices (Carter et al., 2017; Gershenson et al., 2016; Starck et al., 2020). To address these inequities, there must be increased access to high quality early education for all children, ongoing professional development for educators focused on reducing bias and implementing culturally responsive interventions, prioritization of decreasing school dropout and push out rates, and improved family-school engagement that empowers families to have a voice in the educational system (Gregory et al., 2014; Liou et al., 2019; McIntosh et al., 2014). With knowledge of teaching, learning, and well-being, school psychologists are well positioned to serve as advocates for minoritized students to address educational inequities and challenge systemic barriers.

Action Plan: As an organization that recognizes the value of a high-quality education (NASP, 2017), NASP must work to promote equitable educational experiences by focusing concerted attention on reducing the inequities in educational access for our racially, ethnically, socioeconomically, linguistically, and culturally minoritized youth. As such, the actions for this goal address the following objectives: (1) Develop school psychologists' capacity to engage in social justice advocacy; (2) Increase organizational advocacy on equity issues; and (3) Incorporate social justice in school psychology practices and school policies.

References

- Armistead, L. D., Castillo, J. M., Curtis, M. J., Chappel, A., & Cunningham, J. (2013). School psychologists' continuing professional development preferences and practices. *Psychology in the Schools, 50*, 415-432. <https://doi.org/10.1002/pits.21684>
- Ajzen, I. (2011). The theory of planned behaviour: Reactions and reflections. *Psychology & Health, 26*, 1113-1127. <https://doi.org/10.1080/08870446.2011.613995>
- Becker, G. I., & Deris, A. R. (2019). Identification of Hispanic English language learners in special education. *Education Research International*. <https://doi.org/10.1155/2019/2967943>
- Beer, A. M., Spanierman, L. B., Greene, J. C., & Todd, N. R. (2012). Counseling psychology trainees' perceptions of training and commitments to social justice. *Journal of Counseling Psychology, 59*, 120-133. <https://psycnet.apa.org/doi/10.1037/a0026325>
- Biddanda, H., Shriberg, D., Ruecker, D., Conway, D., & Montesinos, G. (2019). Navigating the waters of social justice: Strategies from veteran school psychologists. *Contemporary School Psychology, 23*, 379-387. <https://doi.org/10.1007/s40688-018-0187-9>
- Blake, J. J., Graves, S., Newell, M., & Jimerson, S. R. (2016). Diversification of school psychology: Developing an evidence base from current research and practice. *School Psychology Quarterly, 31*, 305-310. <http://dx.doi.org/10.1037/spq0000180>
- Blanchett, W. (2006). Disproportionate representation of African American students in special education: Acknowledging the role of White privilege and racism. *Educational Researcher, 35*, 24-28. <https://doi.org/10.3102%2F0013189X035006024>
- Bocanegra, J. O., Newell, M. L., & Gubi, A. A. (2016). Racial/ethnic minority undergraduate psychology majors' perceptions about school psychology: Implications for minority recruitment. *Contemporary School Psychology, 20*, 270-281. <https://doi.org/10.1007/s40688-016-0086-x>
- Brown, S. L., Shriberg, D., & Wang, A. (2007). Diversity research literature on the rise? A review of school psychology journals from 2000 to 2003. *Psychology in the Schools, 44*, 639-650. <https://doi.org/10.1002/pits.20253>
- Buchanan, N. T., Perez, M., Prinstein, M., & Thurston, I. (2020, December 11). Upending Racism in Psychological Science: Strategies to Change How Our Science is Conducted, Reported, Reviewed & Disseminated. <https://doi.org/10.31234/osf.io/6nk4x>
- Bulk, L. Y., Easterbrook, A., Roberts, E., Groening, M., Murphy, S., Lee, M., ... & Jarus, T. (2017). 'We are not anything alike': marginalization of health professionals with disabilities. *Disability & Society, 32*, 615-634. <https://doi.org/10.1080/09687599.2017.1308247>
- Carter, P. L., Skiba, R., Arredondo, M. I., & Pollock, M. (2017). You can't fix what you don't look at: Acknowledging race in addressing racial discipline disparities. *Urban Education, 52*, 207-235. <https://doi.org/10.1177%2F0042085916660350>

- Chae, M. H., Foley, P. F., & Chae, S. Y. (2006). Multicultural Competence and Training: An Ethical Responsibility. *Counseling & Clinical Psychology Journal*, 3, 71-80.
- Chandler, D.R. (2011). Proactively addressing the shortage of Blacks in psychology: Highlighting the school psychology subfield. *Journal of Black Psychology*, 37, 99-127.
<https://doi.org/10.1177%2F0095798409359774>
- Colby, S. L., & Ortman, J. M. (2015). Projections of the Size and Composition of the US Population: 2014 to 2060. Population Estimates and Projections. Current Population Reports. P25-1143. *US Census Bureau*.
- Constantine, M. G., Ladany, N., Inman, A. G., & Ponterotto, J. G. (1996). Students' perceptions of multicultural training in counseling psychology programs. *Journal of Multicultural Counseling and Development*, 24, 241-253. <https://doi.org/10.1002/j.2161-1912.1996.tb00306.x>
- Cook, L. (2015, January 28). *U.S. Education: Still Separate and Unequal*. U.S. News & World Report. Retrieved from <https://www.usnews.com/news/blogs/data-mine/2015/01/28/us-education-still-separate-and-unequal>
- Cook, A., & Glass, C. (2015). The power of one or power in numbers? Analyzing the effect of minority leaders on diversity policy and practice. *Work and Occupations*, 42, 183-215.
<https://doi.org/10.1177%2F0730888414557292>
- Dupart, C., Malone, C. M., McNamara, K., Michalopoulou, L. E., Paige, L. Z., Talapatra, D., & Thomas-Presswood. (2020). Equity, diversity, and inclusion in NASP: Initial feedback from the field. *NASP Communiqué*, 49(1), 20-21.
- Editorial Projects in Education. (2019, December 17). Special Education: Definition, Statistics, and Trends. *Education Week*. Retrieved from <http://www.edweek.org/ew/issues/special-populations/>
- Ferdman, B. M. (2014). The practice of inclusion in diverse organizations: Toward a systemic and inclusive framework. In B. M. Ferdman & B. R. Deane (Eds.). *Diversity at work: The practice of inclusion* (pp. 3-54). San Francisco, CA: Jossey-Bass. <https://doi.org/10.1002/9781118764282.ch1>
- Ferdman, B. M. (2017). Paradoxes of inclusion: Understanding and managing the tensions of diversity and multiculturalism. *The Journal of Applied Behavioral Science*, 53, 235-263.
<https://doi.org/10.1177%2F0021886317702608>
- Fouad, N. A. (2006). Multicultural guidelines: Implementation in an urban counseling psychology program. *Professional Psychology: Research and Practice*, 37, 6-13.
<https://psycnet.apa.org/doi/10.1037/0735-7028.37.1.6>
- Fredette, C., Bradshaw, P., & Krause, H. (2016). From diversity to inclusion: A multimethod study of diverse governing groups. *Nonprofit and Voluntary Sector Quarterly*, 45(1_suppl), 28S-51S.
<https://doi.org/10.1177%2F0899764015599456>

- Gadke, D. L., Valley-Gray, S., & Rossen, E. (2019). *NASP Report of Graduate Education in School Psychology: 2017-2018* [Research report]. National Association of School Psychologists.
- García-Vázquez, E., Reddy, L., Arora, P., Crepeau-Hobson, F., Fenning, P., Hatt, C., ... & Radliff, K. (2020). School Psychology Unified Anti-Racism Statement and Call to Action. *School Psychology Review*, 49(3), 209-211. <https://doi.org/10.1080/2372966X.2020.1809941>
- Gershenson, S., Holt, S. B., & Papageorge, N. W. (2016). Who believes in me? The effect of student–teacher demographic match on teacher expectations. *Economics of Education Review*, 52, 209-224 <https://doi.org/10.1016/j.econedurev.2016.03.002>
- Grapin, S.L., Bocanegra, J.O., Duren Green, T., & Lee, E.T. (2016). Increasing diversity in school psychology: Uniting the efforts of institutions, faculty, students, and Practitioners. *Contemporary School Psychology*, 20, 345-355. <https://doi.org/10.1007/s40688-016-0092-z>
- Graves Jr, S. L., Proctor, S. L., & Aston, C. (2014). Professional roles and practices of school psychologists in urban schools. *Psychology in the Schools*, 51, 384-394. <https://doi.org/10.1002/pits.21754>
- Gregory, J. F. (1996). The crime of punishment: Racial and gender disparities in the use of corporal punishment in the U.S. Public Schools. *Journal of Negro Education*, 64, 454–462. <https://doi.org/10.2307/2967267>
- Gregory, A., Bell, J., & Pollock, M. (2014). How educators can eradicate disparities in school discipline: A briefing paper on school-based interventions. *Discipline Disparities Series: Interventions. Interventions for Reducing Disparities Briefing Paper*. Retrieved from http://www.indiana.edu/~atlantic/wp-content/uploads/2014/03/Disparity_Interventions_Full_031214.pdf
- Gross, T. J., & Malone, C. M. (2019). Examination of multicultural coursework across school psychology training programs. *Contemporary School Psychology*, 23, 179-189. <https://doi.org/10.1007/s40688-018-00221-0>
- Grunewald, S., Shriberg, D., Wheeler, A. S., Miranda, A. H., O'bryon, E. C., & Rogers, M. R. (2014). Examining diversity research literature in school psychology from 2004 to 2010. *Psychology in the Schools*, 51(5), 421-433. <https://doi.org/10.1002/pits.21764>
- Hays, P. A. (2016). *The new reality: Diversity and complexity*. In P. A. Hays, *Addressing cultural complexities in practice: Assessment, diagnosis, and therapy* (p. 3–18). American Psychological Association. <https://doi.org/10.1037/14801-001>
- Holvino, E. (1998). *The Multicultural Organizational Development Model*. Unpublished training materials, Chaos Management, Brattleboro, VT.
- Holvino, E., Ferdman, B. M., & Merrill-Sands, D. (2004). *Creating and sustaining diversity and inclusion in organizations: Strategies and approaches*. In M. S. Stockdale & F. J. Crosby (Eds.), *The psychology and management of workplace diversity* (p. 245–276). Blackwell Publishing.

- Hook, J. N., Davis, D. E., Owen, J., Worthington Jr., E. L., & Utsey, S. O. (2013). Cultural humility: Measuring openness to culturally diverse clients. *Journal of Counseling Psychology, 60*, 353. <https://psycnet.apa.org/doi/10.1037/a0032595>
- Hussar, W.J., and Bailey, T.M. (2016). *Projections of Education Statistics to 2024* (NCES 2016-013). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office. Retrieved from <https://files.eric.ed.gov/fulltext/ED569143.pdf>
- Hyson, D., Malone, C., & Vekaria, H. (2018). NASP findings from the ASAE Foundation survey: Implications for member engagement and leadership development. *NASP Communique, 46*(5), 16-18.
- Jimerson, S. R. (2014). The roles of school psychology associations in promoting the profession, professionals, and student success. *International Journal of School & Educational Psychology, 2*, 214-222. <https://doi.org/10.1080/21683603.2014.934628>
- Johnson, J. L., Bahr, M. W., & Navarro, V. L. (2019). School psychology and cultural competence: Room to grow? *Educational Policy, 33*(7), 951-976. <https://doi.org/10.1177%2F0895904817741542>
- Lewis, M. F., Truscott, S. D., & Volker, M. A. (2008). Demographics and professional practices of school psychologists: A comparison of NASP members and non-NASP school psychologists by telephone survey. *Psychology in the Schools, 45*(6), 467-482. <https://doi.org/10.1002/pits.20317>
- Liou, D. D., Leigh, P. R., Rotheram-Fuller, E., & Cutler, K. D. (2019). The influence of teachers' colorblind expectations on the political, normative, and technical dimensions of educational reform. *International Journal of Educational Reform, 28*, 122-148. <https://doi.org/10.1177%2F1056787918824207>
- Lopez, E. C., & Rogers, M. R. (2001). Conceptualizing cross-cultural school psychology competencies. *School Psychology Quarterly, 16*(3), 270-302. <https://psycnet.apa.org/doi/10.1521/scpq.16.3.270.19889>
- Lund, E. M., Andrews, E. E., & Holt, J. M. (2016). A qualitative analysis of advice from and for trainees with disabilities in professional psychology. *Training and Education in Professional Psychology, 10*(4), 206-213.
- Mallott, K. M. (2010). Multicultural counselor training in a single course: Review of research. *Journal of Multicultural Counseling and Development, 38*, 51-63. <https://doi.org/10.1002/j.2161-1912.2010.tb00113.x>
- Malone, C. M. (2020). Equity, Diversity, and Inclusion Implementation Task Force begins work. *NASP Communique, 48*(5), 16-17.
- Malone, C. M., & Ishmail, K. Z. (2020). A snapshot of multicultural training in school psychology. *Psychology in the Schools, 57*(7), 1022-1039. <https://doi.org/10.1002/pits.22392>
- Malone, C. M. & Proctor, S. L. (2019). Demystifying social justice in school psychology practice. *NASP Communique, 48*(1), 1, 21-23.

- Martinez-Cola, M. (2020). Collectors, nightlights, and allies, oh my! White mentors in the academy. *Understanding and Dismantling Privilege*, 1(1), 26-57.
- Maylor, U. (2009) 'They do not relate to Black people like us': Black teachers as role models for Black pupils. *Journal of Education Policy*, 24, 1-21. <https://doi.org/10.1080/02680930802382946>
- Miller, A. L., Stern, C., & Neville, H. (2019). Forging diversity-science-informed guidelines for research on race and racism in psychological science. *Journal of Social Issues*, 75, 1240-1261. <https://doi.org/10.1111/josi.12356>
- Minority Serving Institutions Program. (2019, March 11). Retrieved from <https://www.doi.gov/pmb/eo/doi-minority-serving-institutions-program>
- Miranda, A. H., & Gutter, P. B. (2002). Diversity research literature in school psychology: 1990–1999. *Psychology in the Schools*, 39, 597-604. <https://doi.org/10.1002/pits.10051597>
- Morgan Consoli, M. L., & Marin, P. (2016). Teaching diversity in the graduate classroom: The instructor, the classroom, or all of the above? *Journal of Diversity in Higher Education*, 9(2), 143-157. <https://psycnet.apa.org/doi/10.1037/a0039716>
- National Association of School Psychologists. (2013). *Racial and ethnic disproportionality in education* [Position statement]. Bethesda, MD: Author.
- National Association of School Psychologists. (2017). *Resolution Affirming NASP's Commitment to High Quality Public Education for All Children and Youth*. Retrieved from <https://www.nasponline.org/x32086.xml>
- National Association of School Psychologists. (2020). *The Professional Standards of the National Association of School Psychologists*. Author.
- Newell, M. L., Nastasi, B. K., Hatzichristou, C., Jones, J. M., Schanding Jr, G. T., & Yetter, G. (2010). Evidence on multicultural training in school psychology: Recommendations for future directions. *School Psychology Quarterly*, 25, 249-278. <https://psycnet.apa.org/doi/10.1037/a0021542>
- Noltemeyer, A. L., Proctor, S. L., & Dempsey, A. (2013). Race and ethnicity in school psychology publications: A content analysis and comparison to publications in related disciplines. *Contemporary School Psychology*, 17, 129-142. <https://doi.org/10.1007/BF03340994>
- Nowicki, J. (2018). *Discipline Disparities for Black Students, Boys, and Students with Disabilities*. United States Government Accountability Office. Retrieved from <https://www.gao.gov/products/GAO-18-258>
- O'Reilly M. (2020, June 5). Systems Centered Language: Speaking truth to power during COVID-19 while confronting racism. Retrieved from <https://medium.com/@meagoreillyphd/systems-centered-language-a3dc7951570e>

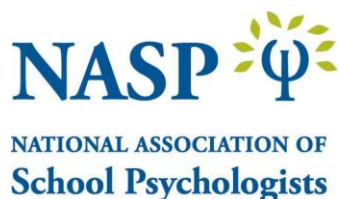
- Patterson, C. A., Papa, L. A., Reveles, A. K., & Domenech Rodríguez, M. M. (2018). Undergraduate student change in cultural competence: Impact of a multicultural psychology course. *Scholarship of Teaching and Learning in Psychology*, 4, 81-92. <https://psycnet.apa.org/doi/10.1037/stl0000108>
- Pedrotti, J. T., & Burnes, T. R. (2016). The new face of the field: Dilemmas for diverse early-career psychologists. *Training and Education in Professional Psychology*, 10, 141-148. <https://psycnet.apa.org/doi/10.1037/tep0000120>
- Pemberton, J. M. (1994). The professional association: Some basics. *Information Management*, 28(1), 50.
- Proctor, S. L., Li, K., Chait, N., Owens, C., Gulfaraz, S., Sang, E., ... & Ogundiran, D. (2020). Preparation of school psychologists to support Black students exposed to police violence: Insight and guidance for critical training areas. *Contemporary School Psychology*. Advance online publication: <https://doi.org/10.1007/s40688-020-00317-6>
- Proctor, S.L., & Owens, C. (2019). School psychology graduate education retention research characteristics: Implications for diversity initiatives in the profession. *Psychology in the Schools*, 56, 1037-1052. <https://doi.org/10.1002/pits.22228>
- Proctor, S.L. & Truscott, S.D. (2013). Missing voices: African American school psychologists' perspective on increasing professional diversity. *The Urban Review*, 45, 355-375. <https://psycnet.apa.org/doi/10.1007/s11256-012-0232-3>
- Ravasi, D., & Schultz, M. (2006). Responding to organizational identity threats: Exploring the role of organizational culture. *Academy of Management Journal*, 49, 433-458. <https://doi.org/10.5465/amj.2006.21794663>
- Rogers, M. R. (2006). Exemplary multicultural training in school psychology programs. *Cultural Diversity and Ethnic Minority Psychology*, 12, 115-133. <https://psycnet.apa.org/doi/10.1037/1099-9809.12.1.115>
- Rogers, M. R., & Lopez, E. C. (2002). Identifying critical cross-cultural school psychology competencies. *Journal of School Psychology*, 40, 115-141. [https://doi.org/10.1016/S0022-4405\(02\)00093-6](https://doi.org/10.1016/S0022-4405(02)00093-6)
- Rogers Wiese, M. R. (1992). Racial/ethnic minority research in school psychology. *Psychology in the Schools*, 29(3), 267-272. [https://doi.org/10.1002/1520-6807\(199207\)29:3<267::AID-PITS2310290309>3.0.CO;2](https://doi.org/10.1002/1520-6807(199207)29:3<267::AID-PITS2310290309>3.0.CO;2)
- Rusaw, A. C. (1995). Learning by association: Professional associations as learning agents. *Human Resource Development Quarterly*, 6(2), 215.
- Ryan C. (2013). *Language Use in the United States: 2011*. Retrieved from <https://www.census.gov/library/publications/2013/acs/acs-22.html>

- Settles, I. H., Buchanan, N. T., & Dotson, K. (2019). Scrutinized but not recognized:(In)visibility and hypervisibility experiences of faculty of color. *Journal of Vocational Behavior, 113*, 62-74. <https://doi.org/10.1016/j.jvb.2018.06.003>
- Shriberg, D., Wynne, M. E., Briggs, A., Bartucci, G., & Lombardo, A. C. (2011). School psychologists' perspectives on social justice. *School Psychology Forum, 5*, 37-53.
- Smith, L. V., Blake, J. J., Graves Jr, S. L., Vaughan-Jensen, J., Pulido, R., & Banks, C. (2016). Promoting diversity through program websites: A multicultural content analysis of school psychology program websites. *School Psychology Quarterly, 31*(3), 327-339
- Smith, L., Foley, P. F., & Chaney, M. P. (2008). Addressing classism, ableism, and heterosexism in counselor education. *Journal of Counseling & Development, 86*, 303-309. <https://doi.org/10.1002/j.1556-6678.2008.tb00513.x>
- Smolkowski, K., Girvan, E. J., McIntosh, K., Nese, R. N., & Horner, R. H. (2016). Vulnerable decision points for disproportionate office discipline referrals: Comparisons of discipline for African American and White elementary school students. *Behavioral Disorders, 41*, 178-195. <https://doi.org/10.17988%2Fbedi-41-04-178-195.1>
- Solebello, N., Tschirhart, M., & Leiter, J. (2016). The paradox of inclusion and exclusion in membership associations. *Human Relations, 69*, 439-460. <https://doi.org/10.1177%2F0018726715590166>
- Speight, S. L., Thomas, A. J., Kennel, R. G., & Anderson, M. E. (1995). Operationalizing multicultural training in doctoral programs and internships. *Professional Psychology: Research and Practice, 26*(4), 401-406. <https://psycnet.apa.org/doi/10.1037/0735-7028.26.4.401>
- Starck, J. G., Riddle, T., Sinclair, S., & Warikoo, N. (2020). Teachers are people too: Examining the racial bias of teachers compared to other American adults. *Educational Researcher, 49*, 273-284. <https://doi.org/10.3102%2F0013189X20912758>
- Tropp, L. R., & Bianchi, R. A. (2006). Valuing diversity and interest in intergroup contact. *Journal of Social Issues, 62*, 533-551. <https://doi.org/10.1111/j.1540-4560.2006.00472.x>
- U.S. Census Bureau. (2019). *Quick Facts: United States*. Retrieved from <https://www.census.gov/quickfacts/fact/table/US/PST045219>
- Vega, D., Tabbah, R., & Monserrate, M. (2018). Multicultural school psychology training: An examination of students' self-reported course outcomes. *Psychology in the Schools, 55*, 449-463. <https://doi.org/10.1002/pits.22123>
- Vespa, J., Armstrong, D. M., & Medina, L. (2018). *Demographic turning points for the United States: Population projections for 2020 to 2060*. Washington, DC: US Department of Commerce, Economics and Statistics Administration, US Census Bureau. Retrieved from <https://www.census.gov/library/publications/2020/demo/p25-1144.html>

Walcott, C. M., & Hyson, D. (2018). *Results from the NASP 2015 membership survey, part one: Demographics and employment conditions* [Research report]. Bethesda, MD: National Association of School Psychologists.

Wilcox, M. M., Franks, D. N., Taylor, T. O., Monceaux, C. P., & Harris, K. (2020). Who's multiculturally competent? Everybody and nobody: A multimethod examination. *The Counseling Psychologist*, 48(4), 466-497. <https://doi.org/10.1177%2F0011000020904709>

Appendix A: Want Ad and Member Interest Survey



Want Ad for Equity, Diversity, and Inclusion (EDI) Implementation Task Force

Seeking Members to Serve on the NASP Equity, Diversity, and Inclusion (EDI) Implementation Task Force

Task Force Creation and Charge

The NASP Board of Directors has worked with an external consultant to develop a *Diversity and Inclusion Plan* for the Association and has approved the creation of an Equity, Diversity, and Inclusion (EDI) Implementation Task Force. The EDI Implementation Task Force will provide context for the recommendations in the Association's *Diversity and Inclusion Plan* by 1) reviewing and summarizing the relevant research on multicultural, diversity, and social justice issues from school psychology and related professions; 2) identifying specific implementation activities grounded in the extant literature; 3) recommending how these activities should be prioritized; and 4) providing a framework for how the EDI initiatives can be monitored and evaluated for effectiveness.

Task Force Membership and Structure

This Task Force will consist of a chair, strategic liaison, staff director liaison(s), and a maximum of 10 additional members to serve a term of 1-year. Task Force members must be NASP members in good standing and provide evidence of

- research/scientific expertise in multicultural, diversity, and social justice issues in school psychology or
- practical experience in implementing diversity and inclusion activities on an organizational level.

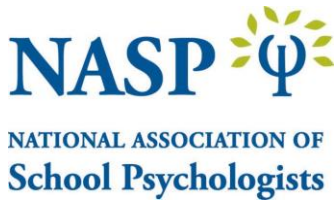
Please note that the Task Force defines diversity broadly including, but not limited to, age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and socioeconomic status, as well as the intersection of these identities.

The Task Force is committed to having membership with representation across roles (i.e., practitioners, graduate educators, graduate students) and diversity of experiences in NASP leadership (i.e., current leaders, former leaders, general NASP members). Additionally, the Task Force will balance membership to reflect the diversity of age, experience, gender, culture, and location to the extent possible.

Task Force Activities

Once the Task Force membership is approved, work is planned to begin immediately. It is anticipated that the Task Force will provide a progress report to the NASP Board of Directors in February 2020 and a final report by September 2020. The Task Force will conduct its work via virtual meeting/conference call (at minimum monthly) and email. A face-to-face meeting of the Task Force may occur at the NASP Convention in February 2020. Please note that Task Force members will not be funded for convention for the purpose of attending this meeting.

All discussions and conversations within the EDI Implementation Task Force are to be kept strictly confidential and not shared outside of the Task Force membership. **Interested NASP members may self-nominate by sending their CV/resume and interest survey to Celeste Malone, EDI Implementation Task Force Chair at: celeste.m.malone@gmail.com by Tuesday, October 15, 2019.**



*Equity, Diversity, and Inclusion (EDI) Implementation
 Task Force
 Member Interest Survey*

<i>Your Name</i>	
<i>State</i>	
<i>Employer or College/University (if student)</i>	
<i>E-Mail Address</i>	
<i>Best Phone # to Reach You</i>	
<i>Professional Role (e.g., Practitioner, Graduate Student, Graduate Educator)</i>	

1. Provide your thoughts on the current state of equity, diversity, and inclusion (EDI) within NASP and your ideal vision of EDI within the Association. Identify key action steps needed to achieve your vision.

2. Review the attached Task Force information and describe the qualities you believe would make you an ideal member of NASP’s EDI Implementation Task Force. In your response, note your
 - a. research/scientific expertise and/or the practical experience with EDI relevant to the Task Force’s charge; and
 - b. reasons for volunteering for this Task Force.

3. List your current and previous leadership experiences (e.g., national/state association, community, school, college/university) and highlight those most relevant to the Task Force.

Please complete and return to this interest survey to Celeste Malone at celeste.m.malone@gmail.com by Tuesday, October 15, 2019.
 We also recommend if you haven’t already, that you complete your member profile in your [NASP Account](#) to provide additional information for consideration.
 Thank you!

Appendix B: Task Force Roster

Name	Task Force Role	Professional Role	Region
Celeste Malone	Chair	Graduate Educator	Northeast
Meaghan Guiney	Strategic Liaison	Graduate Educator	Northeast
Nicholas Affrunti	Staff Liaison		
Sheila Desai	Staff Liaison		
Amy Cannava	Member / LGBTQI2-S Committee Liaison	Practitioner	Southeast
Casey Dupart	Member	Practitioner	Western
Erica Hobbs	Member / Multicultural Affairs Committee Liaison	Graduate Student	Southeast
Tiombe Kendrick-Dunn	Member / Social Justice Committee Liaison	Practitioner / Graduate Student	Southeast
Erin McClure**	Member	Graduate Educator	Central
Kathleen McNamara	Member	Graduate Educator	Central
Anabel Meyer	Member	Practitioner / Graduate Student	Southeast
Lito Michalopoulou**	Member	Graduate Educator	Northeast
Devadrita Talapatra	Member	Graduate Educator	Western
Tania Thomas-Presswood	Member	Graduate Educator	Northeast
Laurie Klose	President Elect		
Leslie Paige	Past President (2019-2020 <i>President</i>)		
Wendy Price	President (2020-2021)		
Kathleen Minke	Executive Director		

Note. ** denotes early career (within 5 years of receipt of school psychology degree)

Appendix C: Glossary of Terms and Acronyms

Cultural Humility: The “ability to maintain an interpersonal stance that is other-oriented (or open to the other) in relation to aspects of cultural identity that are most important to the [person]” (Hook et al., 2013, p. 2).

Diversity: Diversity refers to the presence of difference within a group. However, when the word “diverse” is used to describe individuals, it is typically coded language to identify an individual holding minority status within a larger group (e.g., diverse referring to non-white individuals). As such, “diverse” should be used as a descriptor of groups (e.g., racially diverse group) instead of individuals (e.g., racially diverse person).

Equity: “Equity is defined as ‘the state, quality or ideal of being just, impartial and fair.’ The concept of equity is synonymous with fairness and justice. It is helpful to think of equity as not simply a desired state of affairs or a lofty value. To be achieved and sustained, equity needs to be thought of as a structural and systemic concept” (Annie E. Casey Foundation).

Inclusion: “Inclusion involves how well organizations and their members fully connect with, engage, and utilize people across all types of differences... the core of inclusion is how people experience it—the psychological experience of inclusion, operating at the individual level (and often collectively as well). This experience of inclusion is facilitated and made possible by the behavior of those in contact with the individual (such as coworkers and supervisors), by the individual’s own attitudes and behavior, and by the values, norms, practices, and processes that operate in the individual’s organizational and societal context. Thus inclusion can involve each and all of the following: an individual or group experience; a set of behaviors; an approach to leadership; a set of collective norms and practices; or a personal, group, organizational, or social value” (Ferdman, 2014, p. 4)

Minoritized: The term “minoritized groups” is used in place of the more common term “minority groups” as it better reflects the fact that certain groups in the United States experience systemic discrimination, racism, exclusion, and reduced social power. It is not enough to describe these groups simply in quantitative terms (i.e., “minority”), since they may not always be lesser in number than those who belong to the dominant racial, ethnic, gender, sexuality, and cultural group.

Social Justice: 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 and youth. (Adopted by the NASP Board of Directors, April 2017).

Systems Centered Language: “Systems centered language (O'Reilly, 2020) includes a discussion of the current policies and historical roots that maintain health inequity, and the use of this language can promote a process of actively challenging narratives that have shaped how our society views and treats BIPOC individuals. System centered language offers a paradigm shift for how we use language to describe BIPOC and other minoritized communities and is akin to person first language, where the person is put before the diagnosis (e.g., obese person vs. person with obesity) to humanize the individual and show that the disease is but one aspect of their life. A similar model is proposed in systems centered language, such that the intergenerational systems that drive oppression and racism are held accountable and labelled appropriately so that the humanity of the individuals who are impacted by these systems are upheld. Using systems centered language will allow readers and authors to maintain conscious awareness that disparities are due to inadequate structures and processes rather than individual weaknesses.” (Buchanan et al., 2020, p. 12)

Appendix D: Recommended EDI Activities for Graduate Programs

- Encourage school psychology faculty to communicate directly with psychology faculty in MSIs to offer information about school psychology as a profession.
 - Support graduate education programs' efforts to recruit and hire minoritized faculty.
 - Increase minoritized graduate students' awareness of academia career path and its benefits, through active mentoring and advising.
 - Offer training to graduate educators on the impact of bias in hiring practices and graduate admissions, as well as methods to counteract such bias.
 - Facilitate communication between graduate programs and minoritized students about position openings in higher education.
 - Create informational resources and materials to recruit undergraduate students through classroom presentations.
 - Obtain and make available informational materials regarding transitioning to a career in higher education/academia.
- Encourage school psychology faculty and students from REM groups to engage in outreach efforts to undergraduate students for program recruitment
- Consider the extent to which graduate programs are engaging in specific and intentional diversity and inclusion efforts as part of the NASP program approval process. Programs are encouraged to do the following
 - Have currently enrolled minoritized students participate in interview day for graduate admissions
 - Prioritize a holistic review of admission applications, which includes recommendation letters, personal statements, and prior research/applied experience over GRE scores and GPAs in admission decisions
 - Reach out to faculty in psychology departments of MSIs to recruit promising undergraduate students
- Promote welcome and supportive cultures in graduate education programs by appointing faculty mentors and peer buddies for minoritized students; offer support/affinity groups for minoritized students
- Encourage graduate educators to utilize practicum and internship sites that serve members of minoritized groups
- Assist graduate programs in enhancing websites by highlighting program activities and faculty research activities related to diversity and inclusion, and depicting faculty and students who are members of minoritized groups.

Appendix E: Diversity Matrix Template

DISCLOSURE OF ANY INFORMATION IS VOLUNTARY

Name:		
Subject Matter Expertise: [Add any areas of content expertise relevant to the committee]		
	Check all that apply	Notes
	<input type="checkbox"/>	
	<input type="checkbox"/>	
	<input type="checkbox"/>	
	<input type="checkbox"/>	
	<input type="checkbox"/>	
	<input type="checkbox"/>	
-	<input type="checkbox"/>	
Diversity of Professional Role		
	Check all that apply	Notes
Graduate Educator	<input type="checkbox"/>	
Graduate Student	<input type="checkbox"/>	
Practitioner	<input type="checkbox"/>	
Other (<i>please specify in notes</i>)	<input type="checkbox"/>	
Diversity of Career Stage		
	Check all that apply	Notes
Graduate Student	<input type="checkbox"/>	
Early Career (<5 years from degree)	<input type="checkbox"/>	
Late-Career / Retired	<input type="checkbox"/>	
Demographic Diversity		
<i>(please specify in notes)</i>	Check all that apply	Notes
Disability	<input type="checkbox"/>	
Gender	<input type="checkbox"/>	
Gender Identity	<input type="checkbox"/>	
Race/Ethnicity	<input type="checkbox"/>	
Religion	<input type="checkbox"/>	
Sexual Orientation	<input type="checkbox"/>	
Additional Considerations or Other Types of Diversity		
	Check all that apply	Notes
Other (<i>please specify in notes</i>)	<input type="checkbox"/>	

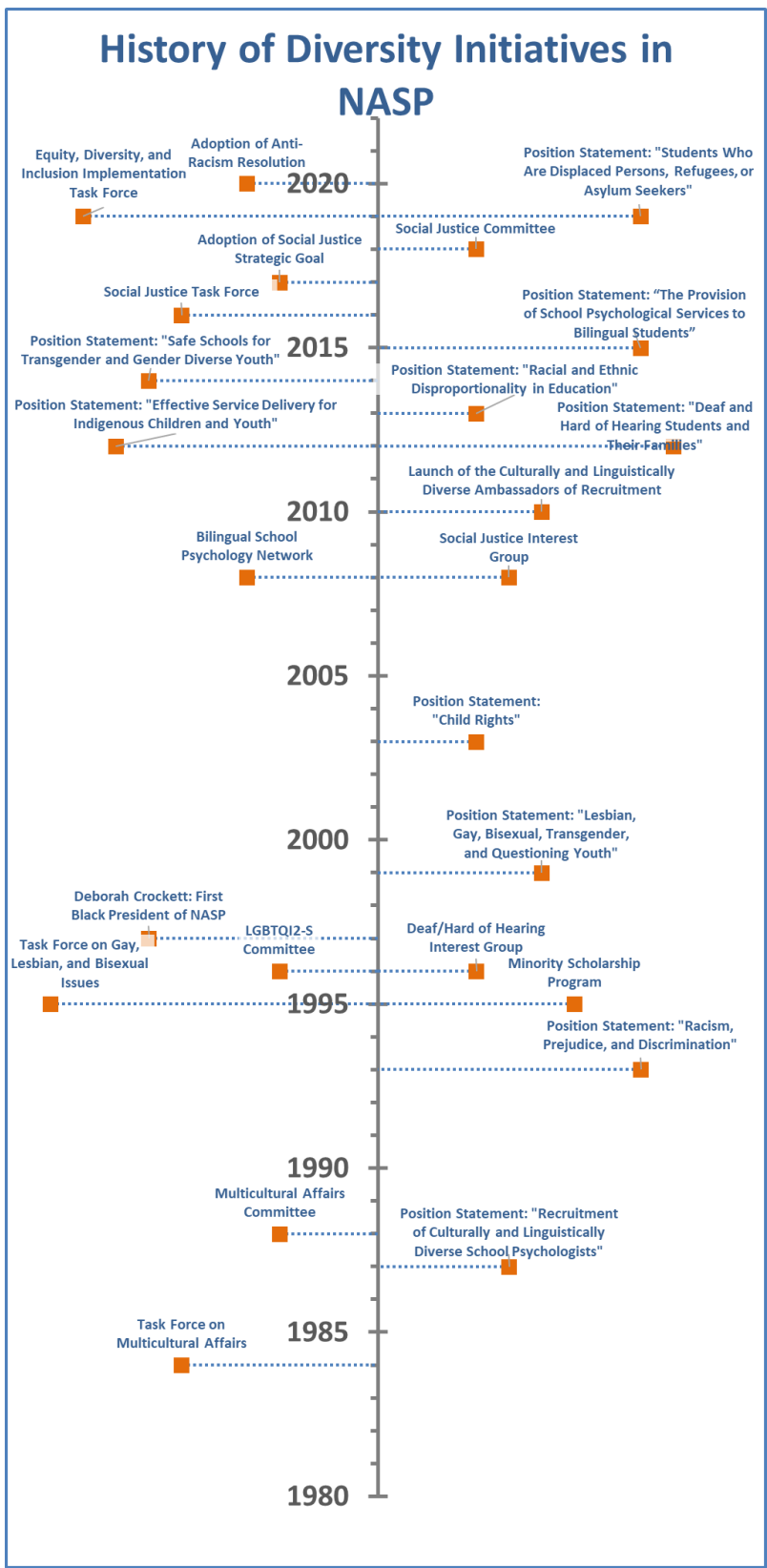
Appendix F: School Psychology Adaption of the American Counseling Association Advocacy Competencies Model

Malone, C. M., Mann, A., & Parris, L. (2019, September). *Applying Social Justice Principles to Professional Advocacy*. Professional development for the Leadership Assembly of the National Association of School Psychologists, Bethesda, MD.

	Tier 3 & SPED	Tier 2	Tier 1	Society	
	Student	Classrooms & Groups	Schools & Districts	Families & Communities	Public
Direct	Individual Intervention	Group Intervention	School-Wide Intervention (e.g., PBIS)	Family Trainings	Join National Workgroup
Indirect	Advocating for Student Needs & Resources	Advocating for Student Group Needs & Resources	Advocating for Improved Policies and Systems-Level Procedures	Supporting Community Centers	Supporting Laws and Policies that Protect & Empower Youth

Malone, Mann, & Parris (2019)

Appendix G: History of Diversity Initiatives in NASP



Appendix H: Research Reviewed by Task Force

A table of the research reviewed by the Task Force is available at this link:

https://docs.google.com/spreadsheets/d/1n9_c6EHHPToOSirjNM2Jyjmenz79zeEnZ6S6O-PLtq0/edit?usp=sharing