



# *From Classroom to Practice: The Impact of DEI Training in School Psychology Programs*

Amy N. Scott, Justin A. Low, Rachelle Kist Hackett, Lisa Cheney

Counseling and School Psychology Program

For more information contact: [ascott2@pacific.edu](mailto:ascott2@pacific.edu) or [jlow1@pacific.edu](mailto:jlow1@pacific.edu)

## INTRODUCTION

Diversity, Equity, and Inclusion (DEI) have been at the forefront not only of our society but also in the training of school psychologists. We surveyed school psychologists about their experiences in DEI graduate coursework to understand what instructional activities impact students beyond graduation with a goal to improve current pedagogical practice.

## METHODOLOGY

- Obtained permission from NASP to survey 1000 members (about 5% return rate)
- Emailed graduate program chairs; encouraged to forward link to graduates
- Posted to Social Media (Facebook/LinkedIn)
- Data part of a larger survey, only the questions pertaining to instructional activities were analyzed for this study
- Initial sample prior to posting to social media consisted of 81 participants who were mostly White (81.5%) females (79%) with an MA/EdS degree (71%)
  - This sample was used for the quantitative analysis of forced-choice responses
- Sample for the qualitative analysis was 268 participants who reported graduating from a school psychology program within the last 10 years; 97 provided an open-ended response for analysis
  - Each response was coded for theme by two coders. Inter-rater reliable was calculated at 99.3% & 99.7 % for the most and least effective topics/materials, respectively

## QUALITATIVE RESULTS/THEMATIC ANALYSIS

Most Effective Topics and/or Materials		Least Effective Topics and/or Materials	
Qualitative Description	Count	Qualitative Description	Count
Discussion	32	Discussion	9
Lecture	14	Lectures	12
Videos	11	Videos	11
Specific Reading/ Reading (Broad)	8/5	Reading	13
Personal Reflection	7		
Practice	5	Practice	1
Interviews	5	Interviews	4
Attend Cultural Event	4	Attend Multicultural Event	1
Guest Speakers	3	Guest Speakers	1
Class Presentations	1	Presentations	1
Identifying Cultural Differences	1		
Group Projects	1		
Multicultural/Inclusive training	1	Lack of diversity in school environment/program	2
Specific Homework Assignment	1	Lack of Discussion, Homework Assignment or information	2
Can't Remember	7	Can't remember	9

## FORCED-CHOICE RESULTS

- 27% indicated their training was somewhat to very ineffective in the area of DEI
- Race and ability were the most often covered topics, followed by assessment of minority populations
- Lectures and in-class discussions were the most common activities related to DEI topics

## CONCLUSION

- Effective and ineffective teaching practices are similar
- The teaching practice/materials/activity vary and may depend as much on the instructor/classroom climate as the activity or content
- Having time for discussion appears to be the most remembered and effective method
- Incorporating personal reflection into courses had a positive outcome and was not mentioned as an ineffective method.

## FUTURE DIRECTIONS

- Further analyze Discussion, Lecture, Videos, and Readings to look for themes

## ACKNOWLEDGEMENTS

We would like to thank the NASP Research Committee for allowing us to survey NASP members. We would like to thank Graduate Assistant, Marilyn Vega, for assisting with reliability coding.



Trainers of School Psychology Annual Conference  
*The Art and Science of Teaching*  
Denver, CO  
February 6, 2023