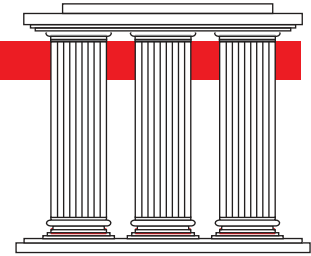


Position Statement

TRAINERS OF SCHOOL PSYCHOLOGY



TSP Condemns Capitol Violence

The Trainers of School Psychologists (TSP), an organization devoted to the training of future school psychologists, condemns in the strongest terms the violent insurrection displayed at the United States Capitol on January 6, 2021, violating our nation's democratic processes and institutions. Now more than ever, we believe it is imperative that school psychology trainers, students and practitioners help children to feel safe and secure, while also using our collective voice to demand justice and create change for our nation.

We recognize the trauma experienced by all Americans following the events of January 6, 2021 particularly those most minoritized in the United States, and the impact this terrifying event has on children, families, and communities. Amidst the unprecedented stressors to which we have been forced to respond to and to cope - COVID-19, lockdowns, physical and mental health challenges, school closures, police brutality, job loss, food insecurity, racism, and violence targeting Black and Brown persons - we need to care for our communities now more than ever.

We believe this care begins in our training programs, as we prepare future school psychologists to meet the needs of our youth, and in our work as consultants and researchers within the PK-12 educational system. This care includes advocating for our colleagues and engaging in self-care, so that we may not only serve as models for trainees, but so that each of us has the energy and wherewithal to continue our work toward racial and social justice. We cannot forget that in supporting the social and academic health of our nation's PK-12 students, we also support the future health of our democracy.

The timing of this violence comes at the start of semester, one already met with remarkable stressors for graduate students, faculty, and graduate programs working to adapt and respond to the global pandemic and ongoing racial injustice. However, we must remain resolute. The Capitol attack and subsequent demand for accountability and justice provide yet another opportunity to discuss and reflect upon the underlying factors that have contributed to and incited White supremacy and domestic terrorism. There are several theoretical orientations, such as Critical Race Theory, that may provide us with a framework to facilitate difficult conversations focused on race, privilege, historical oppression, and democratic ideals within our country. Trainers are encouraged to visit the Social Justice resources shared on our website and included with this statement. As leaders, we can provide a space for our trainees to process what has happened, so that they in turn can support communities and work to dismantle the systems of oppression that allowed such an event to ever take place. To be clear, we condemn this violence.

At this time, we are called to a higher purpose as trainers to provide guidance to our graduate trainees to support the PK-12 population and their families and continue to work toward systems-level change within our field. Children have once again observed dangerous ideologies and significant violence and unrest unfold before their eyes on national television and via social

media. As school psychologists, we have a continued responsibility to ensure the psychological and physical safety and well-being of our nation's youth. Our trainees may also be experiencing unrest as a result of the events leading up to and subsequent to violence displayed at our nation's Capitol. We encourage graduate educators to reach out to their students to engage in dialogue, and to provide resources to support their trainees and our PK-12 youth.

Resources for Coping with Violence

National Child Traumatic Stress Network: <https://www.nctsn.org/>

NASP Support for Parents and Caregivers following Election Stress: <https://buff.ly/399CVog>

NASP Support for Educators following Election Stress: <https://buff.ly/3950ZZu>

Schools Responding to the Violence at the U.S. Capitol: A Time to Help, a Time to Model, and a Time to Teach: <http://smhp.psych.ucla.edu/pdfdocs/1-6-21.pdf>

Caring for Students in the Wake of a Traumatic News Event:
<https://www.edweek.org/leadership/teaching-in-the-wake-of-a-traumatic-news-event-like-the-storming-of-the-u-s-capitol/2021/01>

Facing History: Responding to the Insurrection at the US Capitol (strategies for educators)
https://www.facinghistory.org/educator-resources/current-events/responding-insurrection-us-capitol?fbclid=IwAR1ZpnEbenXZpOI5asF1vfQontCSb3dsWNAJV4QnweS26x_vOntzp579ZWZA&s=03

Teaching Tolerance: Leading Conversations After the Insurrection in Washington D.C:
<https://www.tolerance.org/the-moment/january-7-2021-leading-conversations-after-the-insurrection-in-washington-dc>

The American Historical Association (@AHAhistorians) has provided resources online to help educators make sense of what was observed. Follow #sschat on Twitter to access these resources

Crenshaw, K., Gotanda N., Peller, G & Thomas, K. (Eds.).(1995). Critical race theory: the key writings that formed the movement. New York: The New Press. ISBN: 978-1-56584-271-7

Ladson-Billings, G. (2008). Just what is critical race theory and what's it doing in a "nice" field like education? (pp 7-30). In Parker, L. & Deyhle, D. Race Is...Race Isn't : Critical Race Theory And Qualitative Studies In Education, edited by Sofia Villenas, Boulder, CO: Westview Press (now Taylor and Francis).

Ladson-Billings, G., & Tate, W. (1995). Toward a critical race theory of education. Teachers College Record, 97(1), 47-68.