

Fall 2013

Conference on the Future of School Psychology


Susan C. Davies

University of Dayton, sdavies1@udayton.edu

Brooke Gosser

University of Dayton

Follow this and additional works at: http://ecommons.udayton.edu/edc_fac_pub

 Part of the [Counselor Education Commons](#), [Educational Administration and Supervision Commons](#), [Educational Assessment, Evaluation, and Research Commons](#), [Educational Leadership Commons](#), [Educational Psychology Commons](#), and the [Higher Education Commons](#)

eCommons Citation

Davies, Susan C. and Gosser, Brooke, "Conference on the Future of School Psychology" (2013). *Counselor Education and Human Services Faculty Publications*. Paper 50.

http://ecommons.udayton.edu/edc_fac_pub/50

This Article is brought to you for free and open access by the Department of Counselor Education and Human Services at eCommons. It has been accepted for inclusion in Counselor Education and Human Services Faculty Publications by an authorized administrator of eCommons. For more information, please contact frice1@udayton.edu, mschlangen1@udayton.edu.

Conference on the Future of School Psychology

at the University of Dayton



Susan Davies, Ed.D., NCSP
Assistant Professor
School Psychology Program Coordinator

University of Dayton
sdavies1@udayton.edu



Brooke Gosser, M.S.
Graduate Student

University of Dayton
gosserb1@udayton.edu

The University of Dayton School Psychology Program recently participated in the 2012 Conference on the Future of School Psychology. This conference provided students and faculty at The University of Dayton the opportunity to participate in a national dialogue on the future of our field. This multi-site conference was jointly sponsored by the National Association of School Psychologists, Division 16 of the American Psychological Association, the Society for the Study of School Psychology, the Council of Directors of School Psychology Programs, Trainers of School Psychologists, the American Academy of School Psychology, the American Board of School Psychology, and the International School Psychology Association. This conference was a continuation of the work initiated in the 2002 Futures Conference, and the mission of the conference was to better the lives of children. The Futures Conference was designed to facilitate local, state, national, and international connections, to encourage worldwide groups to examine opportunities within their local contexts, and to support development of sustainable action plans.

A number of host sites around the world, including the University of Dayton, were established in advance. Host sites had the option of viewing live or archived versions of the webinar sessions. The conference consisted of three webinars related the following themes: Leadership, Critical Skills, and Advocacy. The sessions allowed school psychologists, university faculty, and graduate students to gather together to analyze, debate, and discuss school psychology's contribution to children, their

schools, and their families. This online "working conference" involved significant background preparation, ongoing discussions, critical analysis, consensus building, and the design of specific action plans.

The three webinars were intended to increase professional development, and to create collaborative initiatives that promote both academic success and positive mental health outlooks for children. Participants could view each webinar as it was streamed live or through the archive on the conference website. Each theme in the conference contained a keynote speaker, featured speakers, and panel presenters. After viewing the webinar, participants used the Futures Conference Action Planning Handbook to collaboratively discuss strategies and possible proposals for integrating leadership, critical skills, and advocacy in current and future practice as school psychologists.

The **Leadership** webinar identified leadership to be a key influence on academic success and a necessary component in the role and function of a school psychologist. The leaders of this session discussed strengths and challenges associated with the development of leadership by and for school psychologists. The **Critical Skills** webinar discussed the knowledge and skills needed to practice effectively as a school psychologist. This multi-faceted profession requires a knowledge base of the academic, behavioral, and social-emotional needs of school-aged children, in addition to the necessary skills for consultation, counseling, and crisis support.

The final webinar on Advocacy covered the importance of advocating for children in the schools, school psychology as a profession, and for the use of evidenced-based assessments and interventions in the school setting.

UD focused on Leadership for its action plan. Through discussion in groups and in

an online forum, students at the University of Dayton were encouraged to collaboratively explore opportunities for leadership at The University of Dayton and in the field of school psychology. Three action items related to leadership were collaboratively identified by faculty and students. For each, responsible parties and a timeframe were developed, along with major activities

and concrete, measurable steps that will allow us to carry out each plan. Our action items focus on going into the community to recruit diverse applicants, developing professional development opportunities for local school psychologists and educators, and further developing our study abroad initiative. The following table outlines the program's plan related to each action item.

Implementation		Evaluation		Status <i>Not started, In Progress, Completed</i>
Action Item	Responsible Party & Timeframe	Major Activities, Action Steps <i>concrete, measurable, and feasible</i>	Progress Indicator, Outcomes <i>concrete, measurable, and feasible</i>	
1. Recruitment of potential graduate students from diverse backgrounds, with unique skills (e.g., bilingual)	-Program Faculty -Our graduate student organization (SPUD) Fall 2012, then ongoing	1) Presentations to undergraduate classes and honor societies (e.g., Psi Chi) during School Psychology Awareness Week -Target undergraduate foreign language classes and colleges with diverse student populations 2) Present to local teachers (highlight part-time track) 3) Encourage international student applications to UD's school psychology program (ties to #3) 4) Improve website (increase accessibility and visual appeal)	Number of successful applicants from diverse backgrounds	1) Completed 2) Not Started 3) In Progress 4) In Progress
2. Develop professional development opportunities for local school psychologists and educators	-Program faculty -SPUD -Alumni Fall 2013	1) Update alumni email list 2) Hold a "reunion" to touch base and develop connections between current and former students 3) Contact Southwestern School Psychologists Association (SWOSPA) leadership about coordination of conference	-Completion of professional development session for local practitioners	1) In Progress 2) Not Started 3) In Progress
3. Maintain and grow study abroad initiative	-Program faculty Fall 2014	1) Survey current first year students regarding interest in participation and possible sites 2) Link to sites with existing UD and/or Marianist connections 3) Recruit students from outside our program/department to include others in the School of Education and Allied Professions (SOEAP)	-Annual offering of international opportunity in program	1) Complete 2) Complete 3) In Progress

Conference on the Future of School,

continued from page 9

(Photos)

University of Dayton School Psychology Program students participating in the 2012 Conference on the Future of School Psychology.

This conference provided students and faculty at The University of Dayton the opportunity to participate in a national dialogue on the future of our field.

A number of host sites around the world, including the University of Dayton, were established in advance.

Students at the University of Dayton were encouraged to collaboratively explore opportunities for leadership at The University of Dayton and in the field of school psychology.

