Domain 7: Family, School, and Community Collaboration

Jennifer Aussicker

Rider University

EDPS 513

Dr. Dombrowski

5 December 2022

**Introduction**

Domain 7 from the Professional Standards of the National Association of School Psychologists (NASP) is Family, School, and Community Collaboration. Within this domain, it is expected that school psychologists understand the research and principles related to family needs, strengths, systems, and cultures. Additionally, school psychologists must be in-the-know about evidence-based strategies that support positive family influences on children’s mental health and learning. School psychologists should also be well versed in strategies to develop collaboration between schools and families. As with other domains, school psychologists do not work alone. With the help of other professionals, school psychologists design, implement, and evaluate services that respond to context and culture. This team also facilitates school and family partnerships as well as interactions with community agencies. This is done in order to enhance social-behavioral and academic outcomes for children.

**Discussion**

 School psychologists can be one of the largest catalysts for diversity and inclusion in a school setting. They must respect and acknowledge the diversity in family systems, and move forward with that mindset that tells them not every family or home is composed of the same moving parts. In order to do so, school psychologists must be educated about differing world views, family and cultural contexts, and impactful factors on family-school partnerships. These factors must be considered when developing and providing services for families to be as inclusive as possible. In addition to family views and cultural contexts, school psychologists are tasked with considering the unique needs of the youth in the community, and their nontraditional settings including possible homelessness, living in transitional housing, foster care, or group homes. By collaborating with caregivers and community agencies, school psychologists can provide support to these students as needed. Lastly, school psychologists enable diversity and inclusion by advocating for families and supporting parents and caregivers in their involvement in school activities. It is important to address the needs of individual students as well as participation in classroom and school events. By acknowledging barriers to school engagement, school psychologists are best able to help families overcome them.

 School psychologists adopt evidence-based strategies in order to design, implement, and evaluate practices and policies that promote school, family, and community partnerships. In doing so, school psychologists enhance the learning, as well as mental and behavioral health outcomes for youth in the community. Other key characteristics of strategies that school psychologists use are nurturing, safe, and dependable. This is necessary so that parenting and home interventions can aid in childrens’ healthy development.

 When it comes to connections, school psychologists must make these between schools, families, and the community. This is essential to help coordinate services, especially when programming for children involves many moving parts and multiple agencies. In addition, school psychologists help by educating the school community about the influence that family influence has on a child’s success in school. By advocating for parent and caregiver involvement in school policy development, parents and caregivers can have a hand in creating the best school for their students.

**Reflection**

This domain is an essential part of my future career as a school psychologist. By embracing diversity and inclusion, all families, students, and community members will feel welcomed in the school setting. This is imperative to help students find school as a positive setting, one that’s comfortable and safe to learn in. Additionally, by encouraging families and caregivers to be involved in the school community, they are showing interest in school activities and are a good example for their student(s). Plus, it creates good relationships between caregivers, families, students, and school personnel- something crucial for the best development of the students.