

Creating Disability Allies Through School Psychology Training Programs

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Agenda

1. Disability Allies
2. School Psychology Program Requirements
3. Research Question
4. Methods
5. Results
6. Discussion

Disability Allies

- Someone who recognizes and challenges ableism at an individual and systems level (Abes & Zahneis, 2020).
- Ally Behaviors and Actions (Evans et al., 2005).
 - Self-education
 - Advocacy and raising awareness
 - Direct action

School Psychology Training Programs

- APA Accreditation (APA, 2015).
 - Five Guiding Principles

- Ethical Principles of Psychologists and Code of Conduct (APA, 2017).
 - 1.02 - Conflicts Between Ethics and Law, Regulations, or Other Governing Legal Authority
 - 2.03 - Maintaining Competence
 - 3.01 - Unfair Discrimination

Research Question

Are APA accredited school psychology programs in New England and New York providing graduate students with courses about being a disability ally, as demonstrated through required course titles and descriptions using the word 'disability' accompanied by at least one of the following words or phrases, (1) self-education, (2) professional development, (3) advocacy, (4) systems level change, or (5) ally?

Methods

- Qualitative Analysis
- Search procedures
 - Programs
 - Courses and Descriptions

University	State	Degree Program	Total Credit Hours
Alfred University	NY	Psy.D.	122
Columbia University – Teachers College	NY	Ph.D.	90
Fordham University	NY	Ph.D.	103.5
Hofstra University	NY	Psy.D.	100
Northeastern University	MA	Ph.D.	97
St. John's University	NY	Psy.D.	105
Syracuse University	NY	Ph.D.	90
University at Albany	NY	Psy.D.	91
University of Connecticut	CT	Ph.D.	110
University of Massachusetts Amherst	MA	Ph.D.	117
University of Massachusetts Boston	MA	Ph.D.	96

University	Total Courses that Mention Disability	Total Credit Hours	Percentage of Credit Hours
Alfred University	1	122	2.5
Columbia University – Teachers College	1	90	3.3
Fordham University	1	103.5	2.9
Hofstra University	1	100	3.0
Northeastern University	3	97	9.3
St. John's University	1	105	2.9
Syracuse University	1	90	3.3
University at Albany	0	91	0
University of Connecticut	1	110	2.7
University of Massachusetts Amherst	0	117	0
University of Massachusetts Boston	1	96	3.1

Discussion

- Findings
- Limitations
- Future Directions

Questions?

References

- Abes, E. S., & Zahneis, M. E. (2020). A Duoethnographic Exploration of Disability Ally Development. *Disability Studies Quarterly*, 40(3).
- American Psychological Association. (2015). *Standards of accreditation for health service psychology and accreditation operating procedures*. https://irp-cdn.multiscreensite.com/a14f9462/files/uploaded/APA-Principles-Accreditation-SoA-AOP_200116.pdf.
- American Psychological Association. (2017). *Ethical principles of psychologists and code of conduct*. American Psychological Association. <https://www.apa.org/ethics/code>.
- Evans, N. J., Assadi, J. L., & Herriott, T. K. (2005). Encouraging the development of disability allies. *New Directions for Student Services*, 2005(110), 67-79.