



Call for Posters

MSPA 7th Annual Diversity Poster Presentation Guidelines

Poster presentations are an informal and interactive opportunity to share research, data, and innovative practice at the MSPA 2018 spring conference to be held on Friday, April 20th at The Preserve at Arundel Mills in Hanover, MD. Topics proposed should promote diversity, cultural awareness and/or culturally competent practice within the field of school psychology.

An ABSTRACT of 200 words or less (excluding title) should be submitted containing the objectives of the poster presentation. The ABSTRACT should include the following:

- State the title of the presentation with presenter name(s) and university or school system affiliation.
- State the purpose of the poster presentation.
- State what will be presented.
- State how the presentation will benefit participants.

All information should be typed in 12-size font and double-spaced and sent in a Microsoft Word Document by email to diversity@mspaonline.org by **March 15, 2018**.

Previous Poster Topics

- Cultural Responsiveness: The Function of School Psychologists in Response to Intervention Models
- Parental Involvement and Culturally Linguistically Diverse Communities

Future Poster Topics

- Field-Based Skills/Action Research (Poster presentation on applied, concrete, and practical skills in practice)
- Program Evaluation (Evaluating the quality and positive impact of school psychological services on students, families, and staff)

Before you submit your proposal, please consider the following:

- Are the title, abstract and objectives well aligned?
- Is the topic relevant to diversity, culture awareness, or culturally competent practice in the schools? How will the presentation benefit the participant? Will the poster encourage the viewer to reflect on their learning or practice?
- Does the proposal align with a theory, relevant research, evidence-based practice and/or data supported decision making activity?
- Are practices, conclusions, and recommendations well supported/substantiated by the information provided?
- Is the proposal written in a clear, concise and professional manner?
- Is it clear how the topic applies to school psychology practice?

Proposals due March 15, 2018

Accepted proposals will be notified by April 1, 2018.

ATTENTION STUDENTS: While the poster presentation is open to practitioners and students alike, four winning student poster presentations will be awarded a stipend to attend the conference. Due to budgetary constraints only the first author will be awarded the stipend to attend the conference. Students who receive the award must register for the conference in advance and do not need to be members of MSPA to participate.



Sample Abstract

Parental Involvement and Culturally Linguistically Diverse Communities

The Institute of Educational Science (2012) defines parental involvement as the proactive engagement of parents in their child's education. Parental involvement may include a variety of practices such as parent participation in school activities, parent and teacher communication, and parent encouragement of academic success. Pomerantz, Moorman, and Litwack (2007) established school-based parent involvement and home-based parent involvement. School-based parent involvement requires parents to be engaged in educational activities coordinated by the school while home-based parent involvement emphasizes parental participation outside of the school setting. Parental involvement is significant because it has a positive effect on academic achievement (Fan & Chen, 2001). The present investigation will examine both types of parental involvement among culturally and linguistically diverse communities. A convenience sample served as the basis of information on the involvement practices of parents. The Phenomenological Variant of Ecological Systems Theory (PVEST) will address the supports and strengths being provided to students through parental involvement in educational activities. By examining parental involvement within culturally and linguistically diverse populations, we hope to find ways to influence school-parent engagement strategies. This study will also promote culturally competent practice within the field of school psychology and emphasize the importance of the home-school partnership model.



Sample Abstract #2

Cultural Responsiveness: The Function of School Psychologists in Response to Intervention Models

This research presents a review of the literature around school psychologists' implementation of culturally responsive RTI systems in diverse settings. Response to intervention benefits all general education students and reduces disproportionality within culturally and linguistically diverse populations. However, school psychologists must ensure that children are receiving culturally responsive, appropriate, and quality instruction that is evidence based, while also deeming it fitting, and validate it with students with whom it was applied (Klingner & Edwards, 2006). A leading factor of influence in the school environment is culture. Culturally responsive educational systems are grounded in the beliefs that all culturally and linguistically diverse students can excel in academic endeavors when their culture, language, heritage, and experiences are valued and used to facilitate their learning and development, and they are provided access to high quality teachers, programs, and resources (Harris-Murri, King & Rostenberg, 2006). A consistent overrepresentation of any specific student group requiring additional supports must be addressed by strengthening the culturally responsive nature of the universal tier's curriculum and instruction. School psychologists are responsible for understanding the cultural nature of learning, considering the socio-cultural context of schools and promoting equity within school based decisions and practices.