



**Presentation prepared by Dr. Kari Oyen for the
Oklahoma School Psychological Association Fall
Conference (November, 2018).**

Credit should be given to Dr. Kari Oyen and NASP
for any use of material in this presentation.



Advancing the Value of Your Role and Best Practices for Children: **Ignite** Your Inner Advocate!

Introduction Activity

Name

Position

One thing you hope to learn....

One thing that you already know about this topic...

How would you caption the picture shown?





Goals for Today

- Identifying the role of School Psychologists as Mental Health Providers in Schools
- Identify what communicating is and why Communication Matters
- Understand how to start at the classroom or school level as well as how to make a difference at the district level.
- Share ways for you to facilitate communications planning with colleagues.
- Explore key message development.
- Identify specific strategies to use in your school(s).

Mental Health in Schools?

- What percentage of children in the US has a diagnosable mental health disorder?
- Of those who receive treatment, what percentage of them receive interventions in school?



Major Public Policy Issues in Education

- **International Competition**
 - College/Career Readiness
- **Addressing Disparate Discipline Practices**
- **Halting the School to Prison Pipeline**
- **Closing Achievement Gaps**
- **Teacher/principal accountability**
- **Balance Federal/State/Local role**
- **School Climate**
- **School Safety**
- **Improving behavioral, social-emotional, and mental health**

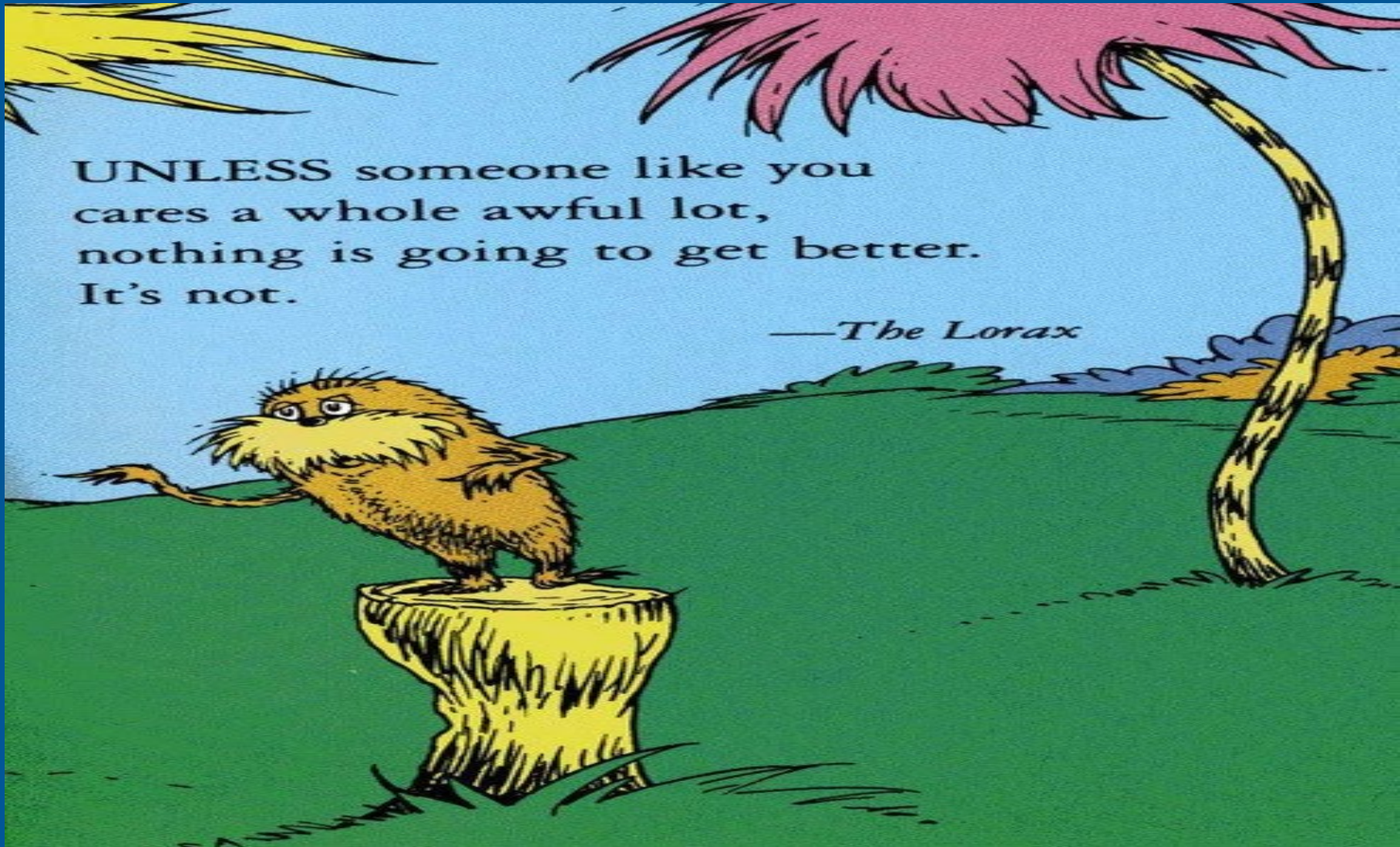
Current Policies in the Every Student Succeeds Act

- Focus on comprehensive learning supports
- School quality key indicator in accountability
- Use of Title IV funds for MTSS, PBIS, and other systems of support
- Dedicated funding to:
 - improve school safety and promote students' physical and mental health well-being;
 - prevent and reduce substance abuse, school violence, and bullying;
 - strengthen parent and community engagement to ensure safe, healthy, and school environments.
 - Provide professional development to school staff
- School employed mental health professionals (e.g. school psychologists) shall be consulted in the development, implementation, and evaluation of any school-community mental health partnership

Making The Case for School Psychologists

UNLESS someone like you
cares a whole awful lot,
nothing is going to get better.
It's not.

—*The Lorax*



School Psychologists: Qualified Providers of Mental and Behavioral Health Services



School Psychologists as Mental Health Providers???

School Psychologists



What my friends think I do



What my mom thinks I do



What society thinks I do



What I think I do



What the school thinks I do



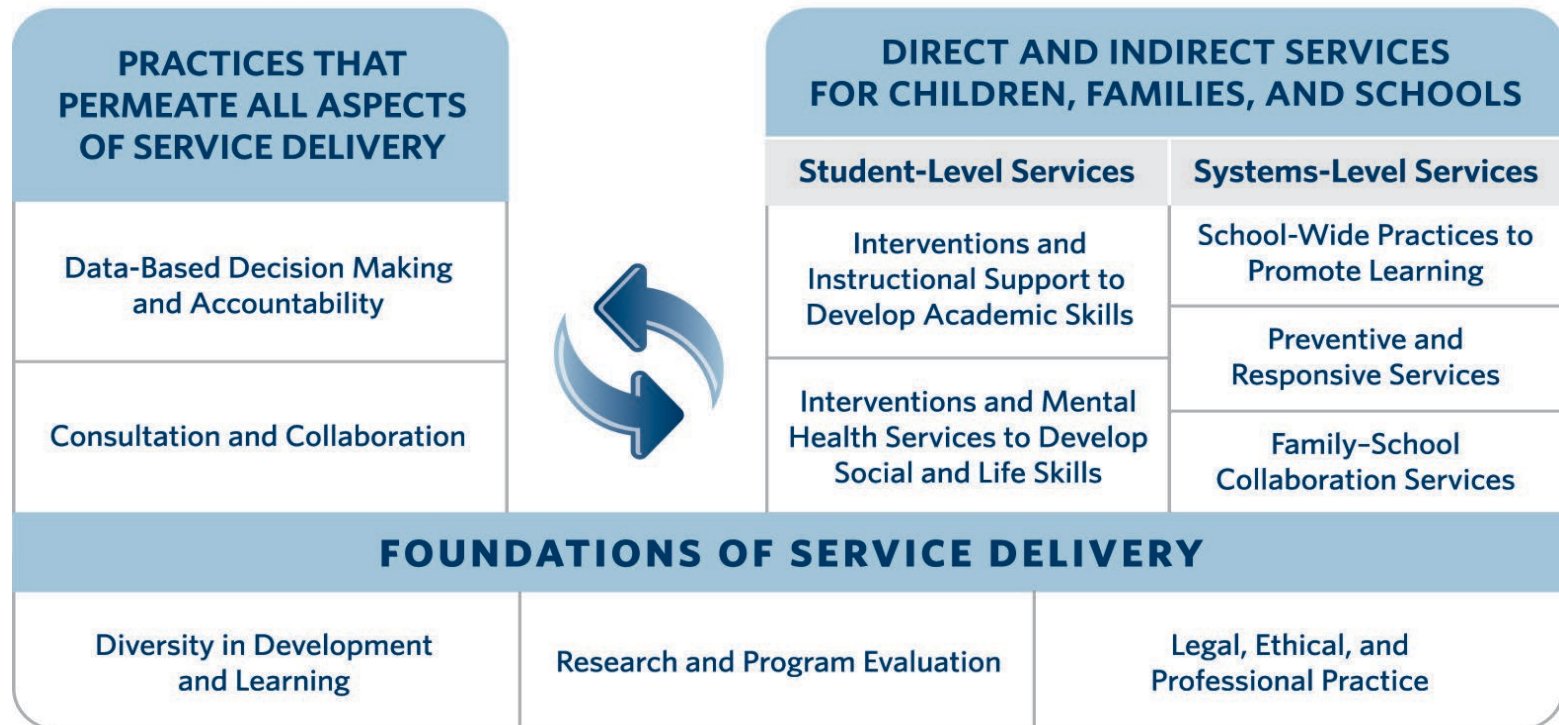
What I actually do

Role of the school psychologist

- School psychologists are uniquely trained to deliver high quality mental and behavioral health services in the school setting to ensure all students have the support they need to be successful in school, at home, and throughout life

NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS

Model for Services by School Psychologists

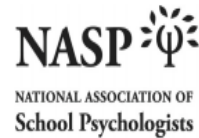


NASP White Paper: School Psychologists' Mental and Behavioral Health Role



- School psychologists are qualified MBH providers
- NASP training and practice standards encompass MBH services
- School psychologists are recognized in the ACA and NCLB as qualified providers

<http://www.nasponline.org/resources/Adolescent-Mental-and-Behavioral-Health-Services.aspx>



White Paper

School Psychologists: Qualified Health Professionals Providing Child and Adolescent Mental and Behavioral Health Services

School psychologists are uniquely trained to deliver high quality mental and behavioral health services in the school setting to ensure all students have the support they need to be successful in school, at home, and throughout life.

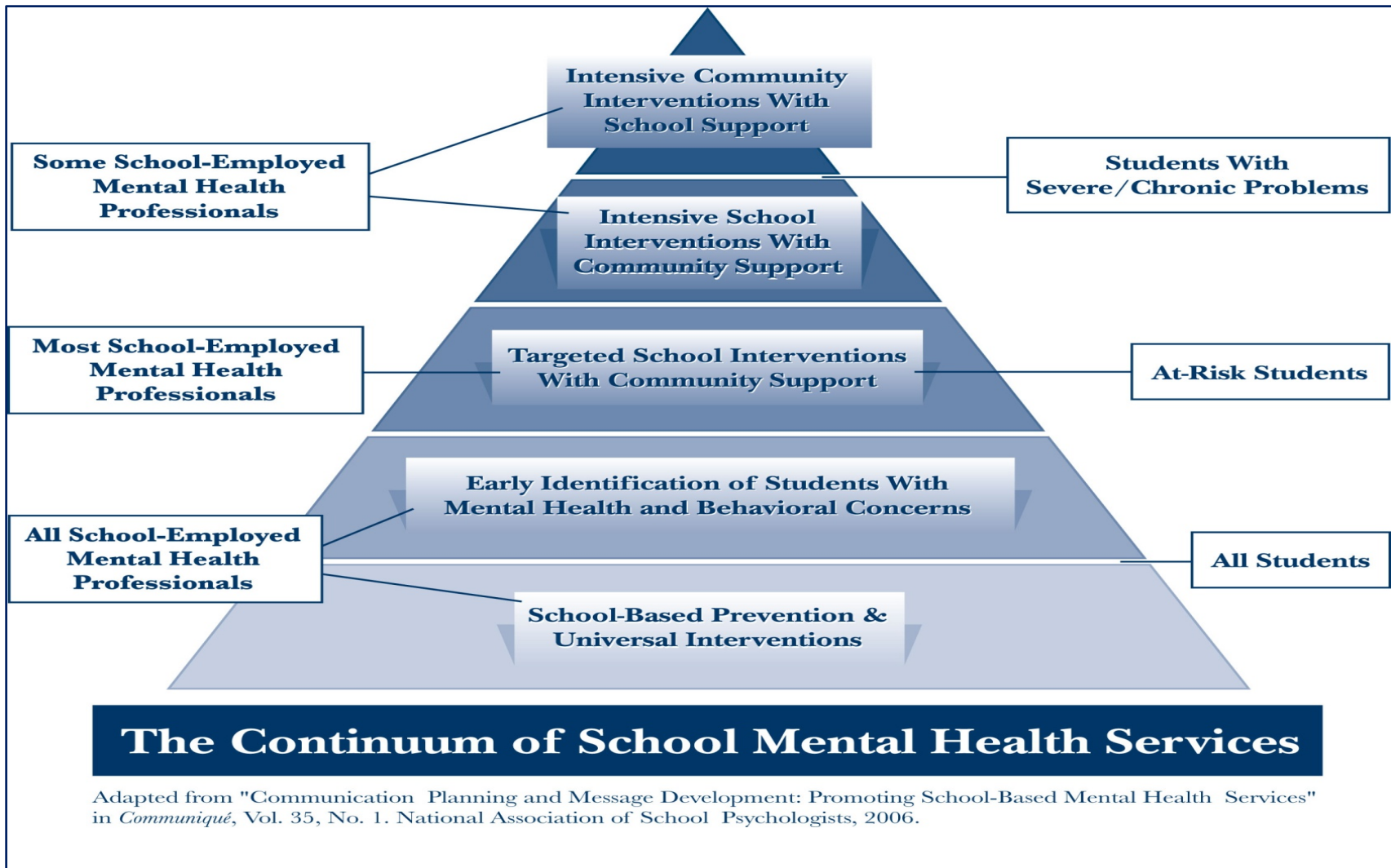
School psychologists are uniquely positioned in schools to facilitate the development, delivery, and monitoring of prompt, effective, and culturally responsive mental and behavioral health services of prevention and intervention. As Hughes and Minke (2014) have observed, “school psychologists are situated in real time in the biopsychosocial system where children spend 35 hours or more a week” (p. 29). School psychologists’ broadly focused preparation as academic, mental, and behavioral health service providers, coupled with their engagement in and familiarity with schools’ organizational and cultural contexts, equips them to play a primary role in multitiered and responsive school-based mental and behavioral health programs.

The mental and behavioral health of students is a necessary, appropriate, and critical focus of education for individuals birth to age 21. Mental and behavioral wellness is directly linked to overall positive student achievement, school climate, high school graduation rates, and the prevention of risky behaviors, disciplinary incidents, and substance abuse (Center for Health and Healthcare in Schools, 2014). These factors, in turn, are associated with such important life outcomes as improved interpersonal relationships, higher earnings, greater employment stability, and lower likelihood of involvement with the criminal justice system (Aos, Lieb, Mayfield, Miller, & Pennucci, 2004).

School psychologists are uniquely positioned to provide mental and behavioral health services in schools.

Comprehensive School Mental and Behavioral Health Services

Model of School Based Mental Health Services

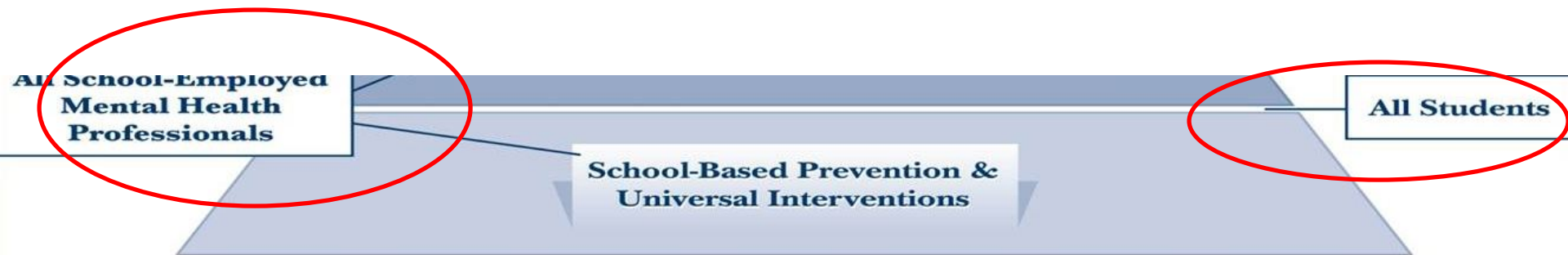


Prevention and Universal Interventions

- Prevention and wellness promotion
- Universal screening for academic, behavioral, and emotional barriers to learning

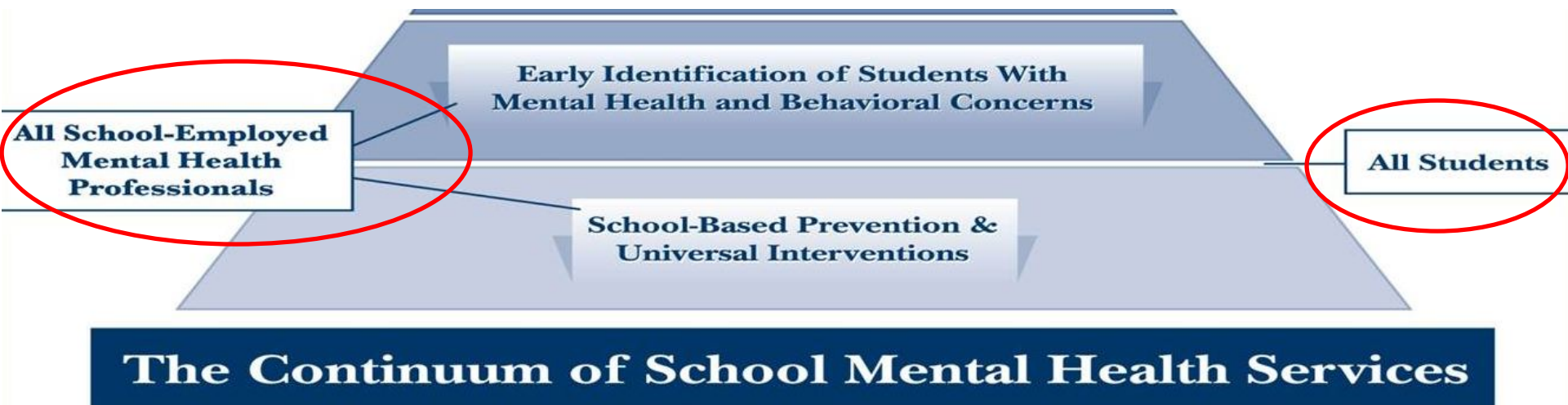
Examples

- Consultation with teachers/administrators/families
- MTSS design/implementation
- Social Emotional Learning
- Positive behavior interventions and supports
- Effective discipline policies and practices
- Bullying/Violence Prevention
- Crisis prevention and intervention teams
- Fostering positive relationships among students and staff



Early Identification

- Data analysis
- Staff development/Mental Health First Aid
- Suicide Risk/Threat Assessment
- Protocols for Responding to Bullying
- Systems to report concerns
- Parent/Family Education



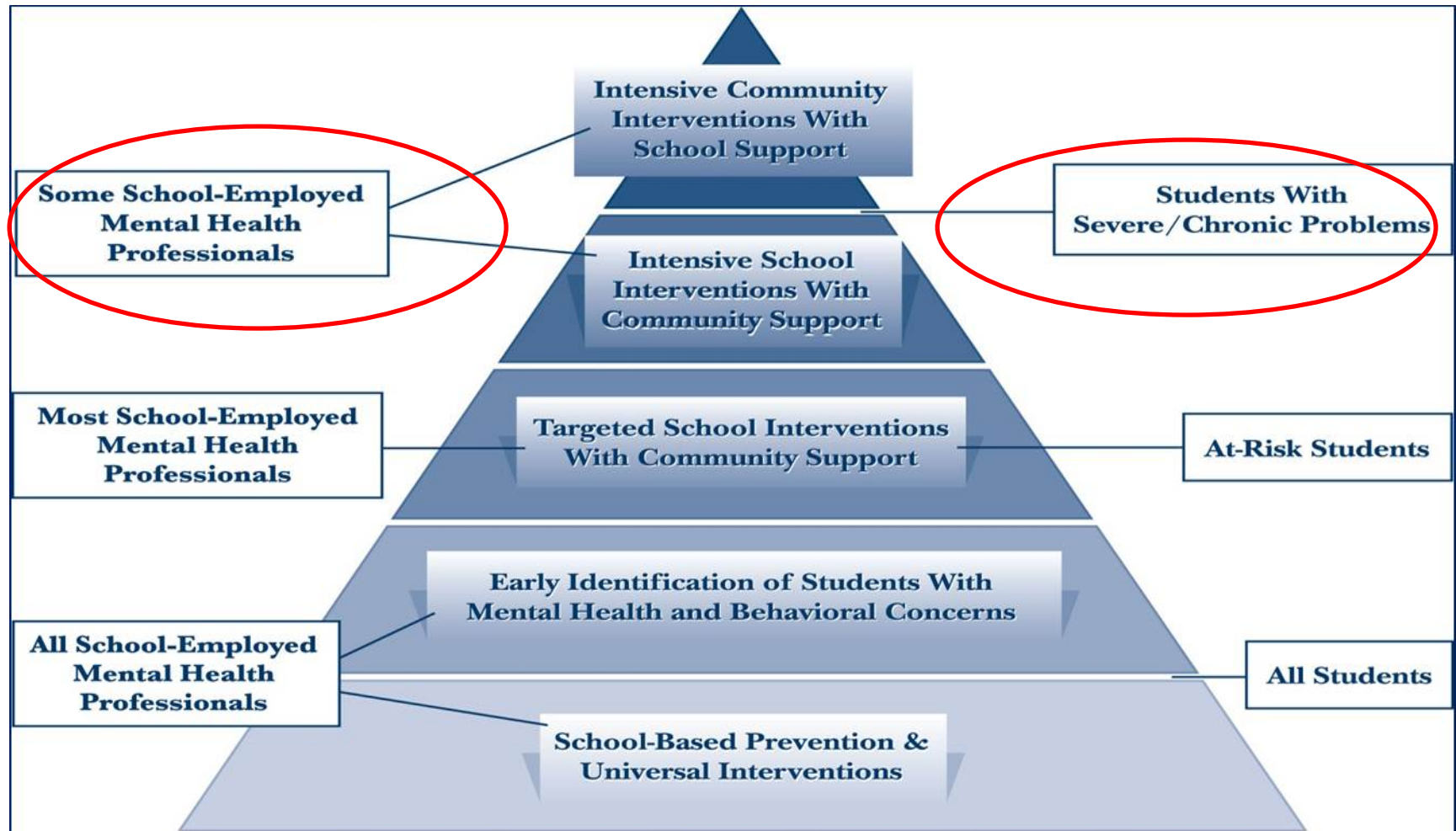
Targeted Interventions

Check-In Check Out
Group Counseling
Teacher/Family Consultation
Solution focused therapy

Behavior Plans
Mentoring
Cognitive Behavioral Therapy



Intensive Interventions



The Continuum of School Mental Health Services

Adapted from "Communication Planning and Message Development: Promoting School-Based Mental Health Services" in *Communique*, Vol. 35, No. 1. National Association of School Psychologists, 2006.

Intensive School and Community Supports



Intensive School Interventions	Intensive Community Interventions
Individual Counseling	Long Term Therapy
Functional Behavioral Assessment	Family Counseling
Special Education Consideration	Involvement with Social Services
Individualized Behavior Plan	Community Mentoring
More restrictive environment	

Role of the School Psychologist

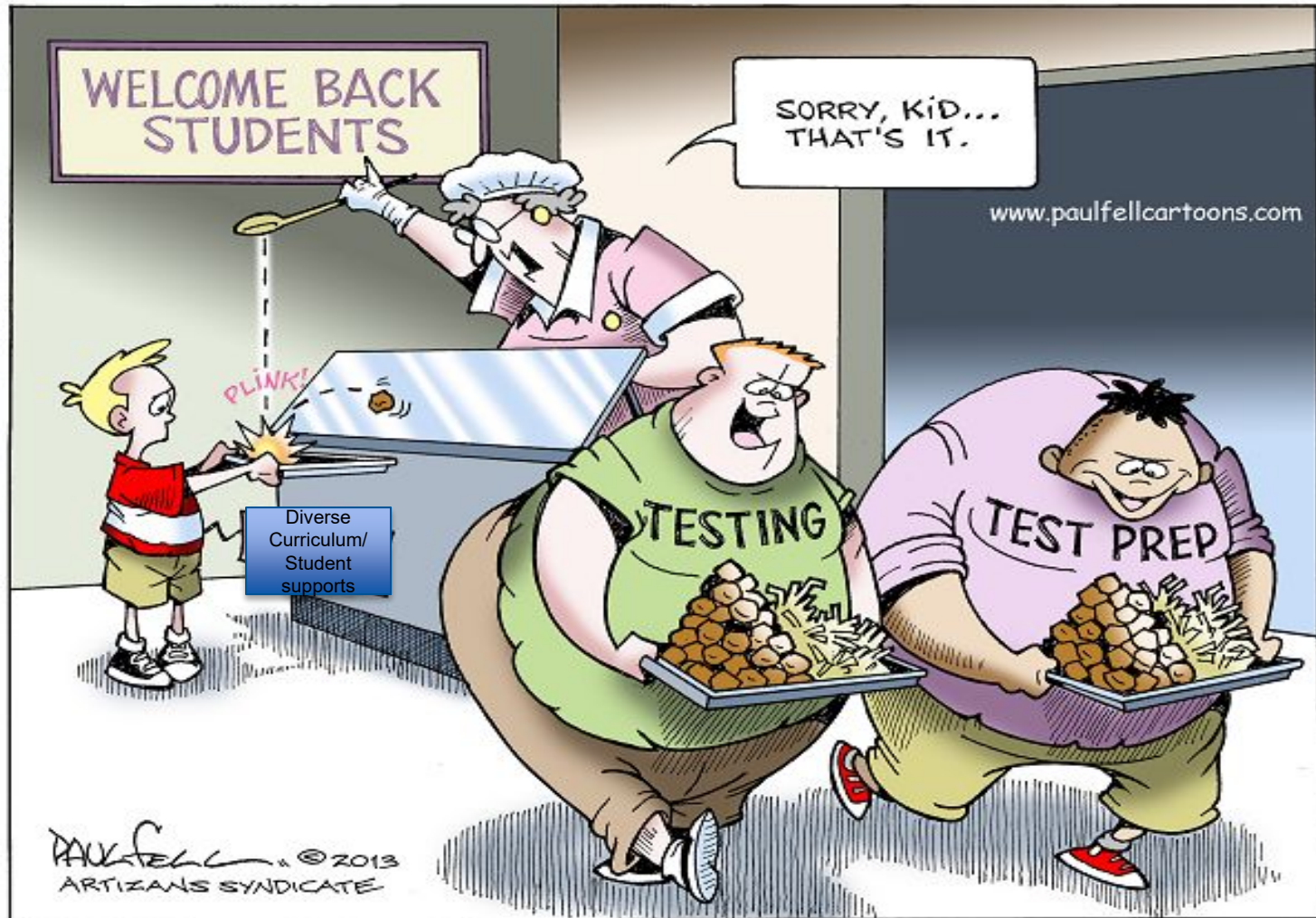
- School Psychologists ***should be the leading mental health experts in schools*** who are knowledgeable about development in social, affective, and adaptive domains.

Barriers to School Mental Health Services





Competing Priorities

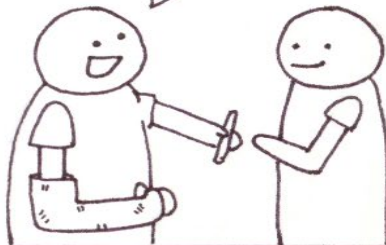


** Edited.

Stigma/Lack of Understanding

When we break a bone:

Sign my cast!



When we get a bad cut:

Check it out!
12 stitches!



When we get the flu:



Jibby McJibbers

Today at 5:32 AM · 🌐

I just threw up all over everything I own. I need an old priest and a young priest.

21 Likes



Like



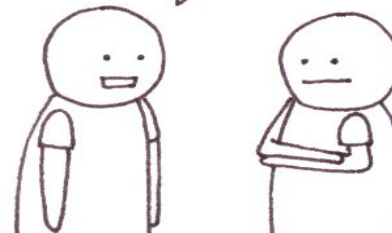
Comment



Share

When we struggle with mental health issues:

Hey.



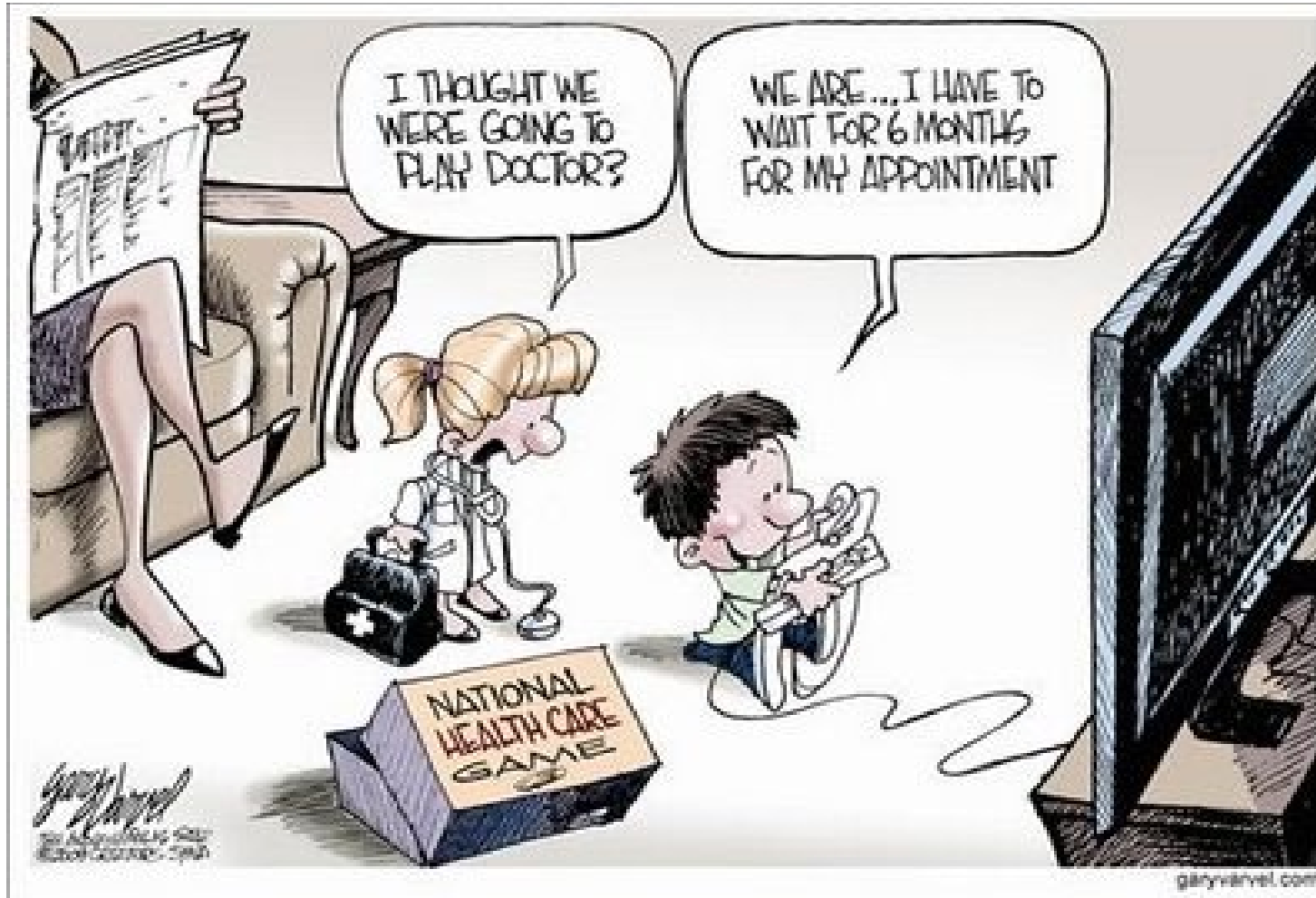


(Lack of) Funding





Shortages



Consequences of Ignoring the Issue

Systemic/Societal

- School to Prison Pipeline
- Homelessness
- Decreased rates of high school graduation/college completion
- Increased Incarceration
- Stagnant progress in reducing school and community violence
- Economic Impact

Individuals

- Decreased achievement
- Poor social skills
- Substance abuse
- Low Self Esteem
- Suicidal Ideation
- Increased engagement in risky behaviors
- Suspension/Expulsion
- Decreased earnings





Your Voice Matters





School Mental Health: Who is Influencing the Conversation

- School administrators
- School psychologists/counselors/social workers
- Community agencies
- Private practitioners (Marriage and Family Therapists, Clinical Psychologists etc.)
- Juvenile Justice
- The Media
- Celebrities

How do Others Perceive School Psychologists?



Do decision makers know how you help:

- Meet the needs of students at-risk for school failure?
- Ensure safe school environments?
- Improve school-family-community collaboration?
- Contribute to improved school climate?
- Lower or prevent barriers to learning?
- Facilitate data-based decision making at the individual/classroom/building/district levels?
- Provide guidance on realigning services to enhance academic progress?

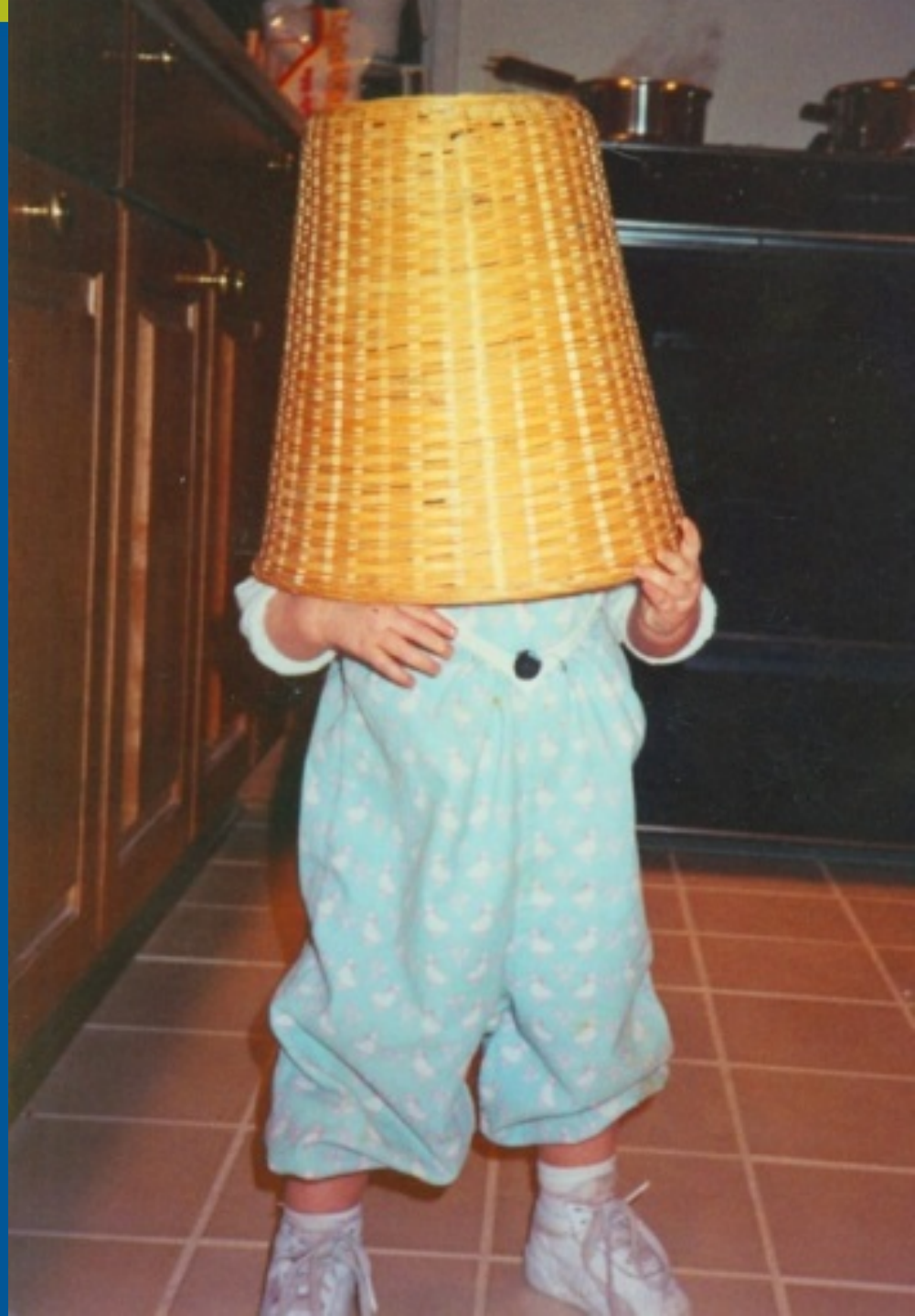


Four “Take Aways” From Today

- Advocating for your role and services is **not self-promotion**; it is good for kids.
- Communication and advocacy may feel outside your comfort zone; **you can do it**.
- There are some fairly basic **skills and strategies** that contribute to effective professional advocacy and communication.
- **NASP has resources** that can help.

www.nasponline.org/communications

**How do people
know what you
are doing and
why it matters?**





The Right People

The Right
Time

The Right Message

**HIGH
IMPACT**



Belgrade counselor named School Psychologist of Year

Story

Comments

Share Print Font Size:

Posted: Tuesday, October 26, 2010 5:30 pm

By Michael Tucker, staff writer | 0 comments

Around the Belgrade School District office, they use the words “finest” and “dedicated” along with “deserving” to describe school psychologist Marshall Prindle and his recent award.

“I’ve told him to his face since I’ve been here that he is one of the finest school psychologist I’ve ever worked with,” Curriculum Director Gary Kidd said. “I was thrilled when I found he won the School Psychologist of the Year award because he deserves it.”

Prindle won the annual award from the state Association of School Psychologists this weekend during the group’s conference held in Bozeman, special services director Laurie Salo said in e-mail Monday.

“He is very deserving of the award,” she said.

The award winner said he started working for Belgrade



Courtesy photo

Belgrade school psychologist Marshall Prindle, left, and the district's special services director Laurie Salo are

So you are a school counselor, right?



Advocacy: What is my role as a school psychologist?

Ethical Obligation: “to speak up on behalf of students that cannot speak for themselves”

Legal Obligation: Somewhat unclear

Ethical requirements are not legal requirements of school-based employees (Zirkel, 2009)

So.....what CAN I do?

Key Legal Cases:

- Pickering vs. Board of Education of Township High School District 205 (1968)
 - private citizens can speak on matters of public concern without being dismissed from their position
- Garcetti vs. Ceballos (2006)
 - A public employee's speech is only protected if it is expressed as a private citizen and in no way reflected as the employee's public and professional duties
- Settlegoode vs. Portland Public Schools (2004)
 - teachers need to speak out on school matters because of the level of informed opinions they have about the best interests of the children that are in their building

The Process



Two general ways to advocate for your role:

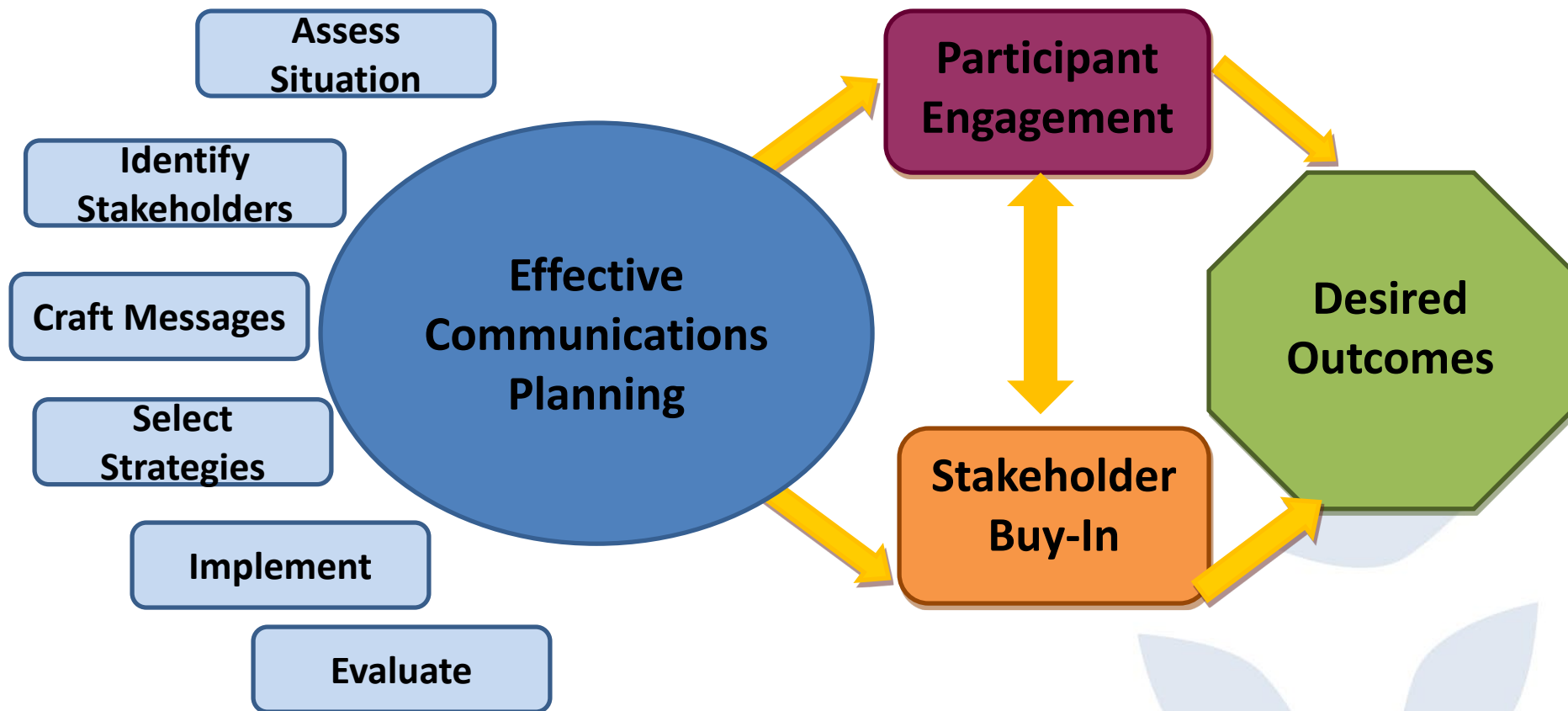
Demonstrating
value through
action.



Direct
advocacy

Good communication is
essential to both.

Strategic Communications is Advocacy



1. Assess the Situation

Key Priorities

Growing Student Needs/ Mental Health



Behavior/discipline

ESSA/School Choice



Accountability



Safety/Crisis

NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS

Model for Services by School Psychologists

PRACTICES THAT PERMEATE ALL ASPECTS OF SERVICE DELIVERY

••
Data-Based Decision Making and Accountability

Consultation and Collaboration



DIRECT AND INDIRECT SERVICES FOR CHILDREN, FAMILIES, AND SCHOOLS

Student-Level Services

Interventions and Instructional Support to Develop Academic Skills

Interventions and Mental Health Services to Develop Social and Life Skills

Systems-Level Services

School-Wide Practices to Promote Learning

Preventive and Responsive Services

Family-School Collaboration Services

FOUNDATIONS OF SERVICE DELIVERY

Diversity in Development and Learning

Research and Program Evaluation

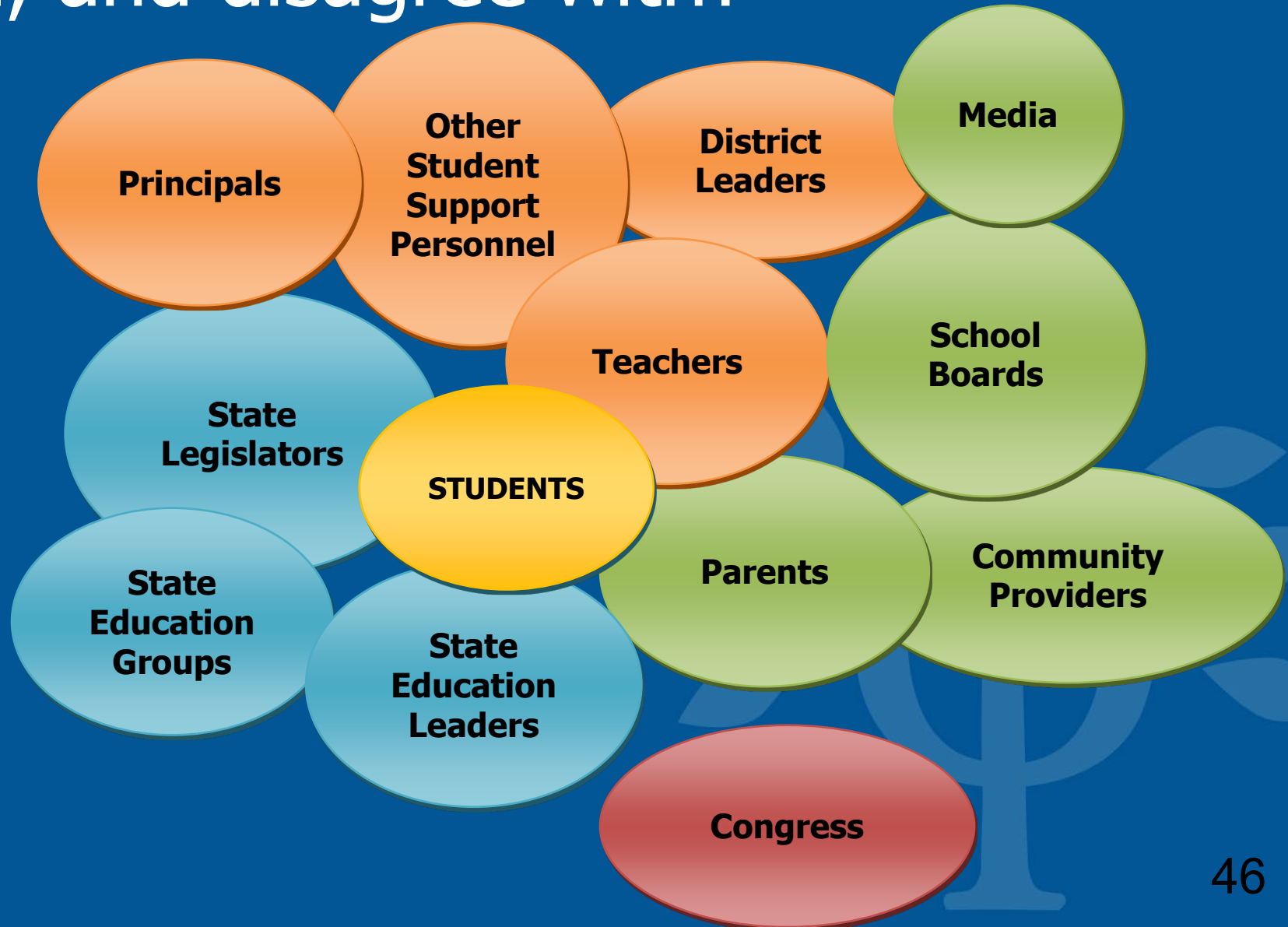
Legal, Ethical, and Professional Practice

HELPING STUDENTS AND SCHOOLS ACHIEVE THEIR BEST

2. Identify Your Stakeholders



Whom do you serve, work with, rely on, and disagree with?



Allies

**Other Student
Support
Personnel**

**Most
Teachers**

**Assistant
Superintendent
for Student
Services**

**Elementary
School
Principals**

**Member of
State School
Safety
Committee**

**School Counselor
and SpeED
teacher
associations**

Depends

Parents

**Other
School
Staff**

**Other
District
Leaders**

**Local
Community
Clinic
Providers**

**School
Psych
Consultant**

**Other Ed
Groups**

**Most
State
Legs**

Opponents

**School
Boards**

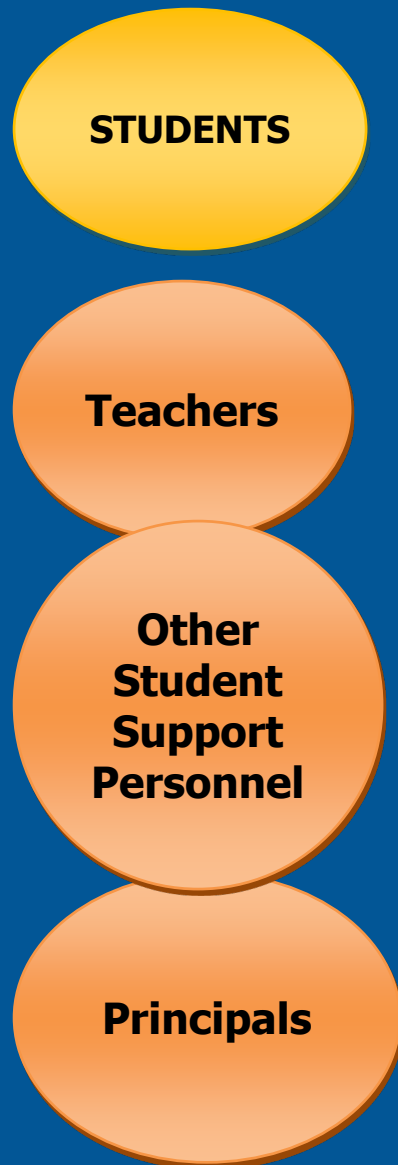
**State
Psychological
Association**

**Marriage
and Family
Therapists**

**Chair of the
State
Legislature
Ed
Committee**

Media

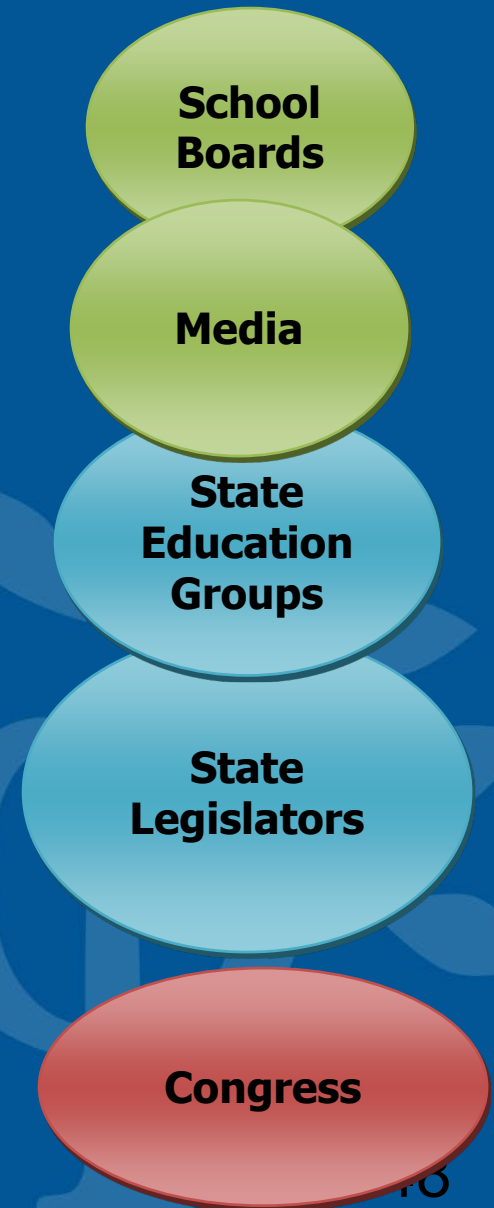
Internal



Either/Both



External



Know your stakeholders'

Risks/Concerns



Goals/Hopes



Stakeholder engagement



South Dakota Association of School Psychologists is the only South Dakota organization that represents school psychologists at the state and local level. The SDASP executive board members are dedicated to provide exceptional professional development opportunities, advocacy, and governance to represent school psychologists throughout the state of South Dakota.



Links

- Early Childhood
- Occupational/Physical Therapy
- Resources
- School Psychologist
- Special Education Staff
- Speech Language
- Section 504
- Title I

Psychologist Links

- What Do School Psychologists Do?
- Resources

Lennox School District Psychologist

What Do School Psychologists Do?

What School Psychologists Do

(Source: http://www.nasponline.org/about_sp/whatis.aspx)

School psychologists help children and youth succeed academically, socially, behaviorally, and emotionally. They collaborate with educators, parents, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community for all students.

School psychologists are highly trained in both psychology and education, completing a minimum of a specialist-level degree program (at least 60 graduate semester hours) that includes a year-long supervised internship. This training emphasizes preparation in mental health and educational interventions, child development,

SDASP Strategic Planning

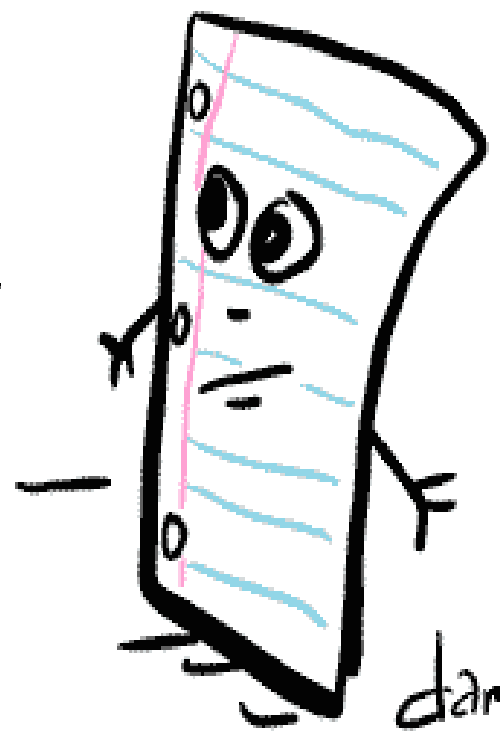
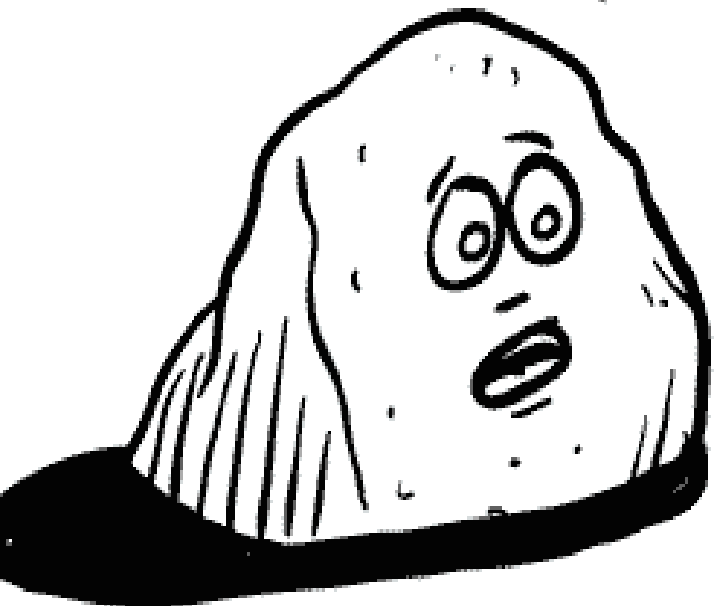
- Amend By-Laws to add non-discrimination statement (Operational Excellence) Oct. Exec Meeting
- Check Current Status of Officer Binders Or Have a centralized google doc (Operational Excellence) October Conference
- Incoming Board members attend Executive Board Meeting with out-going member-October Meeting- (Operational Excellence)
- Approval of SDASP as State Approved provider for CEUs (Professional Competency) Oct. 1
- Contact University to provide 1 Graduate Credit per 15 hours USD/USF (Professional Competency Oct.1
- Online Registration for Conference & Membership. Quotes by Oct. 2nd, Up & running May 2017 (Member Services)
- Have a Regional Meeting at the Conference 1x/year October 2016 Conference (Member Services)
- Meet with State DOE on ESSA and Dyslexia (External, Advocacy) Build relationships with influential government representatives (Oct. 2016)
- Share key messages with stakeholders on ESSA (Advocacy) October 2016
- Contact School Counselor Association (External) Collaborate for training opportunities
- Participation in SASD (External)
- Set up Board meeting in Pierre during Legislative session (External) (Jan/Feb)
- Create Parent Dyslexia Fact sheet and powerpoint for School Psychs (Advocacy) November 2016
- Meet and Greet with Legislators, provide treats (Advocacy) January 2017
- Provide gift cards to practicum supervisors (Helps address shortages in SD) Purchase gift cards and present at the Spring Symposium April 2017

School Psychologists Work With Students to:

- *Provide or refer for counseling, instruction, and mentoring for those struggling with social, emotional, and behavioral problems*
- *Increase achievement by assessing barriers to learning and determining the best instructional strategies to improve learning*
- *Promote wellness and resilience by reinforcing communication and social skills, problem-solving, anger management, self-regulation, self-determination, and optimism*
- *Enhance understanding and acceptance of diverse cultures and backgrounds*



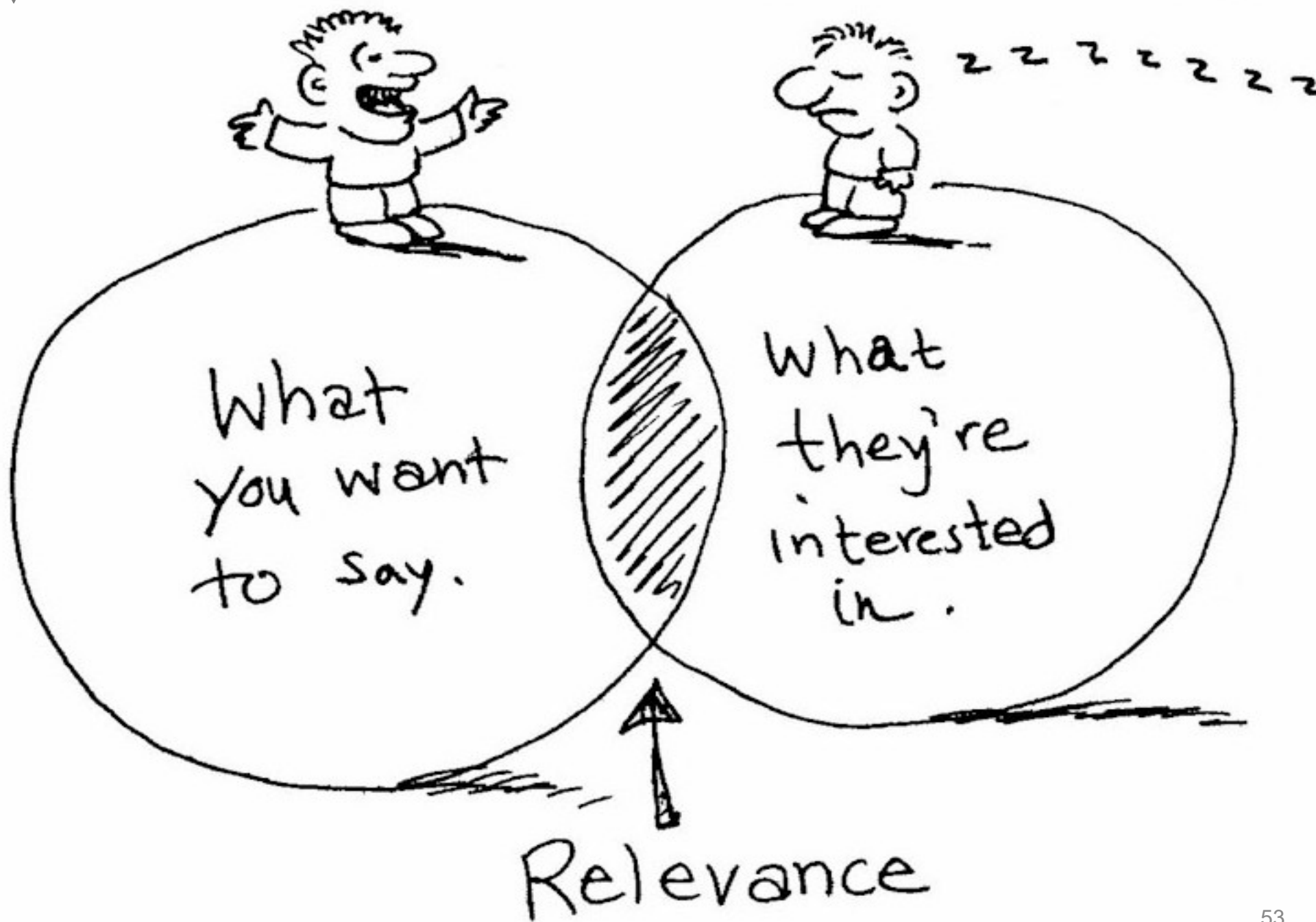
Well, this is
kind of awkward...



dani

3. Craft Messages





It's hard for people to remember more than 3 things at once.



School Psychologists: We Can Help

*We support teachers' ability to teach and students' ability to learn.
We are a ready resource to help ALL students achieve their best.*

1 In the effort to raise achievement for ALL students, your school psychologist is a potentially untapped resource.

- We are uniquely trained to identify, evaluate, and support students' academic, cognitive, social-emotional, mental and behavioral health.
- We help reduce behavior problems and improve classroom and school climate so that *all* students learn.
- We help schools implement school-wide approaches that promote learning such as MTSS, PBS, and social emotional learning.
- We are an essential part of the school leadership team dedicated to ensuring high quality instruction and mental and behavioral health for all students.

- We are experts in improving school safety and implementing effective, positive discipline strategies.
- We are trained to respond to school crises, conduct suicide and threat assessments and interventions, implement trauma-informed practices, and help students focus on learning.
- We help students and their families address barriers to learning, which improves achievement and reduces

2 School psychologists help educators and families use data and evidenced-based approaches to improve teaching and learning.

- We are experts in the use and evaluation of data to identify strategies that improve student, classroom, and school outcomes.
- We help administrators effectively identify, collect and meaningfully interpret data, and support accountability and school improvement efforts.
- We work with teachers to individualize instruction and monitor student progress to improve behavior and learning.
- We work to reduce over identification of culturally and linguistically diverse students for special education.

- We help schools implement high quality education systems that align with IDEA and ESSA.
- We help schools and families keep students engaged in school and on track to graduate ready for college and/or career.
- We help promote culturally responsive schools, which is essential to engaging *all* families.
- We help coordinate school and

3 Improve school outcomes by aligning your school psychologists' role with the NASP Practice Model.

- The NASP Practice Model delineates what services can reasonably be expected from school psychologists across 10 domains of practice, and the general framework within which services should be provided.
- Making the best use of school psychologists' skills and expertise improves students' access to the services that can help them stay engaged and successful in school.
- Consulting with a school psychologist helps teachers reach struggling students, improve classroom management skills, and utilize instructional strategies that will engage all types of learners.

- School psychologists provide mental and behavioral health services that are appropriate to the school context, reduce negative behaviors, and improve learning and achievement.
- School psychologists' help align academic, and mental and behavioral health interventions to improve effectiveness through MTSS.
- School psychologists collaborate

The purpose of the Maryland School Psychologists' Association:

Our Vision

All students will thrive in school, at home, and throughout their lives.

Our Mission

MSPA promotes and advocates for best practices in school psychology to improve learning, behavior, and mental health for all students, families, and schools.



MSPA partners with professional organizations, family advocacy groups, and state agencies on be-

Email us at

President@mspaonline.org

For general inquiries regarding MSPA

Legislative@mspaonline.org

For information related to MSPA's legislative efforts

PublicAffairs@mspaonline.org

For information on MSPA's outreach efforts across the state

Family@mspaonline.org

For family resources, including information on parenting, learning, and mental health

Maryland School Psychologists' Association: Helping All Students Thrive

Our Vision:

All students will thrive in school, at home, and throughout their lives.

Our Mission:

MSPA promotes and advocates for best practices in school psychology to improve learning, behavior, and mental health for all students, families, and schools.



MSPA Works to Enhance Collaboration:

MSPA collaborates with professional organi-

About MSPA:

- ψ Celebrating more than 50 years of providing services to children and their families.
- ψ Over 600 members strong.
- ψ Representing over 75% of School Psychologists employed by the Public School Systems in Maryland.



How do School Psychologists make a difference in schools?

All children and adolescents face problems from time to time. They may:

- ψ Feel afraid to go to school
- ψ Have difficulty organizing their time efficiently
- ψ Lack effective study skills
- ψ Fall behind in their school work
- ψ Lack self-discipline
- ψ Worry about family matters such as divorce and death
- ψ Feel depressed or anxious
- ψ Experiment with drugs and alcohol
- ψ Think about suicide
- ψ Worry about their sexuality
- ψ Face difficult situations, such as applying to college, getting a job, or quitting school
- ψ Question their aptitudes and abilities



School psychologists help children, parents, teachers, and members of the community understand and re-

How do School Psychologists Make a .. Difference in Schools?

School psychologists are uniquely trained to identify, evaluate, connect, and provide supports for students' academic, cognitive, social/emotional, and mental health problems.

School psychologists work with students to:

- ψ Provide ~~counseling~~, instruction, and mentoring to student's struggling with social, emotional, and behavioral problems.
- ψ Increase achievement by assessing barriers to learning and determining the best strategies to improve learning.

School psychologists work with families to:

- ψ Identify and address learning and behavior problems that interfere with school success.
- ψ Evaluate eligibility for special education services.
- ψ Teach parenting skills and enhance home-school collaboration.

School psychologists work with teachers to:

- ψ Identify and resolve academic barriers to learning.
- ψ Design & implement academic and behavioral interventions.
- ψ Motivate all students to engage in learning.

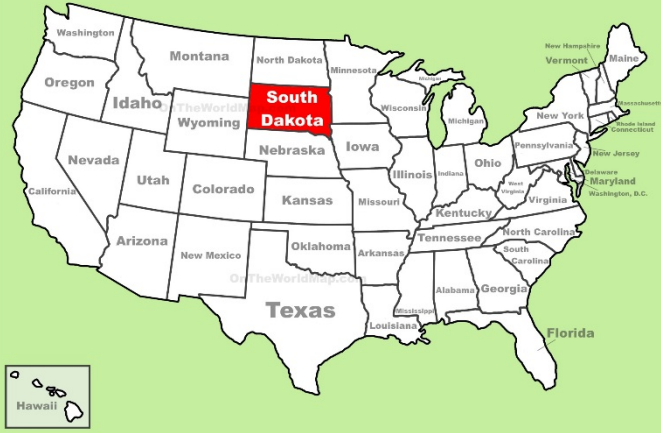
School psychologists work with administrators to:

- ψ Collect and analyze data related to school improvement, student outcomes, and accountability requirements.
- ψ Implement school-wide prevention programs to help maintain positive school

Why Hire a School Psychologist?

	School Psychologist	Psychometrist
Complete Functional Behavior Assessments	✓	
Develop and monitor Positive Behavior Intervention Plans	✓	
Counseling/Therapy/Consultation with School Counselors	✓	
Crisis Interventions	✓	
Interpret Psychiatric Reports & Diagnoses	✓	
Monitor Mental Health Issues	✓	
Suicide Assessments	✓	
Parent Education & Collaboration	✓	
Develop and monitor Academic & Behavior Interventions	✓	
Evaluate Academic Skills	✓	✓
Evaluate IQ/Cognitive	✓	✓
Evaluate Perceptual Processing	✓	✓
Evaluate Adaptive Behavior	✓	✓
Identify & Consult for Intellectual Disability (ID)	✓	✓
Identify & Consult for Specific Learning Disability (SLD)	✓	✓
Establish Eligibility for Other Health Impairment with medical documentation	✓	
Establish Eligibility for Visual and Hearing Impairments with medical documentation	✓	
Identify & Consult for Emotional Disturbance	✓	
Identify & Consult for ODD/Conduct Disorders	✓	
Identify & Consult for Autism/Asperger's	✓	
Identify & Consult for Attention Deficit Disorder (ADHD)	✓	
Identify & Consult for Traumatic Brain Injury (TBI)	✓	
Identify & Consult for Mental/Physical Issues	✓	
Special Education Determination/Eligibility Paperwork (RED & MEEGS)	✓	✓
Conduct Parent Meetings (Review of Existing Data & SPED Eligibility)	✓	✓
Supervise School Psychologists & Psychometrists	✓	





Crafting a message in SD

SDASP developed three key priorities:

1. School psychologists as highly qualified behavioral and mental health providers
2. Safe and supportive school environments
3. Addressing shortages of school psychologists



Time for a Chat.... ELEVATOR CHAT

What are the three most important things you want people to know about the value of school psychologists?

(2 minutes)



4. Effective Strategies



Three Stages of Strategic Communications & Advocacy





Offer value.
No strings.



the Resource

Newsletter From Your School Psychologist

November 2015

Volume 8, Issue 1

Parent Edition

Issue Overview

As the first quarter ends, most students have settled into the school routine of friends, teachers, and classes, and look forward to learning new things. However, for a number of youth, attending school can create high levels of anxiety and they may begin to avoid school or refuse to attend. This newsletter will explore what is termed "school refusal" and offer some strategies for parents.

School Psychology Services offers periodic newsletters on topics of interest to parents throughout the course of the school year. If you need help, see your school psychologist. Have a great 2015-16 school year.

Your School Psychologist

Signs of School Refusal

- Tearfulness before school or pleas to remain at home.
- Numerous complaints of illness such as stomach aches, headaches, dizziness, or fatigue.
- Tantrums, clinginess, dawdling, or running away prior to school.
- Frequent unexcused absences from school.
- Recurrent lateness to school.
- Repeated requests to visit the school clinic.
- Frequent requests to call a parent or go home during the school day.
- Absences after school breaks and weekends or during significant days including tests, speeches, or physical education class.

School Refusal: A Significant Challenge

One of the most difficult situations parents and educators encounter is school refusal. This refers to a child refusing to go to school on a regular basis or even remain in school throughout the day due to significant emotional distress, particularly with symptoms of anxiety and depression. It is important to note that school refusal does not include those children who "cut" school to engage in a preferred activity.

Research suggests that up to 5 percent of youth experience school refusal. It is most likely to start during entry into middle school, but it may occur any time a child starts a new school. It often shows up more intensely after school breaks, weekends, or periods of illness. School refusal may serve many functions for children including: avoiding specific fears related to the school environment (e.g., performing on tests, visiting bathrooms or cafeterias), escaping challenging social situations (e.g., problems with peers or teachers), separation anxiety (stress in leaving caregivers), or attention-seeking behaviors. Besides tearful pleas to stay home, children with school refusal often complain of aches and pains or other physical symptoms. A strong indicator of school refusal is that stress-fueled ailments go away when staying home or over the weekends.

Failing to attend school may have significant immediate and long-term social, emotional, and educational consequences for youth. It is important to address school refusal behavior quickly. The longer a child stays at home, the more difficult it is to get that child to return to school.



"I am standing up straight"



www.fcps.edu/dss/ips/psychologists/index.shtml

School Psychology Services

Information and Resources: Handouts

The following handouts are available through your school psychologist.

For Parents | For Teachers

Spanish

Anxiety and Anxiety Disorders in Children: Information for Parents	YES
Academic Motivation: Strategies for Parents	NO
ADHD: A Primer for Parents and Educators	YES
Aggression in Young Children: Strategies for Parents and Educators	YES
Asperger Syndrome: A Guide for Parents and Educators	NO
Autism Spectrum Disorders: A Primer for Parents and Educators	YES
Bullies and Victims: Information for Parents	YES
Death and Grief in the Family: Tips for Parents	YES
Depression in Children and Adolescents: A Primer for Parents and Educators	YES
Emotional Disturbance: A Primer for Parents and Teachers	NO
Homework: A Guide for Parents	YES
IEP Team Meetings: A Guide to Participation for Parents	YES
Psychological Evaluations: What Every Parent Should Know	YES
Reading - Encouraging Positive Attitudes: Strategies for Parents and Teachers	YES
Stress in Children: Strategies for Parents and Educators	NO
Study Skills to Support Learning: A Guide for Parents	YES
What is a School Psychologist?	YES

For Teachers

Spanish

Asperger Syndrome: A Guide for Parents and Educators	No
Academic Motivation: A Guide for Teachers	No

Quick Links:

[Directory](#)

[Newsletters](#)

[Frequently Asked Questions](#)

[Program Profile](#)

Contact Information:

Dede Bailer, Ph.D., Coordinator
571-423-4250
DeDe.Bailer@fcps.edu

School Psychology Awareness Week

2nd Week in November

Unlocking your potential for the

SPAW Virtual Hill Day

- November 14, 2018 -

is easy as . . .



Write.

Use NASP's Advocacy Action Center to send e-mails to your congressional representatives on key issues.

1

2

Post.



Share your message through social media—especially Facebook and Twitter. Don't forget to tag your representatives!

#NASPadvocates @nasponline



Connect.

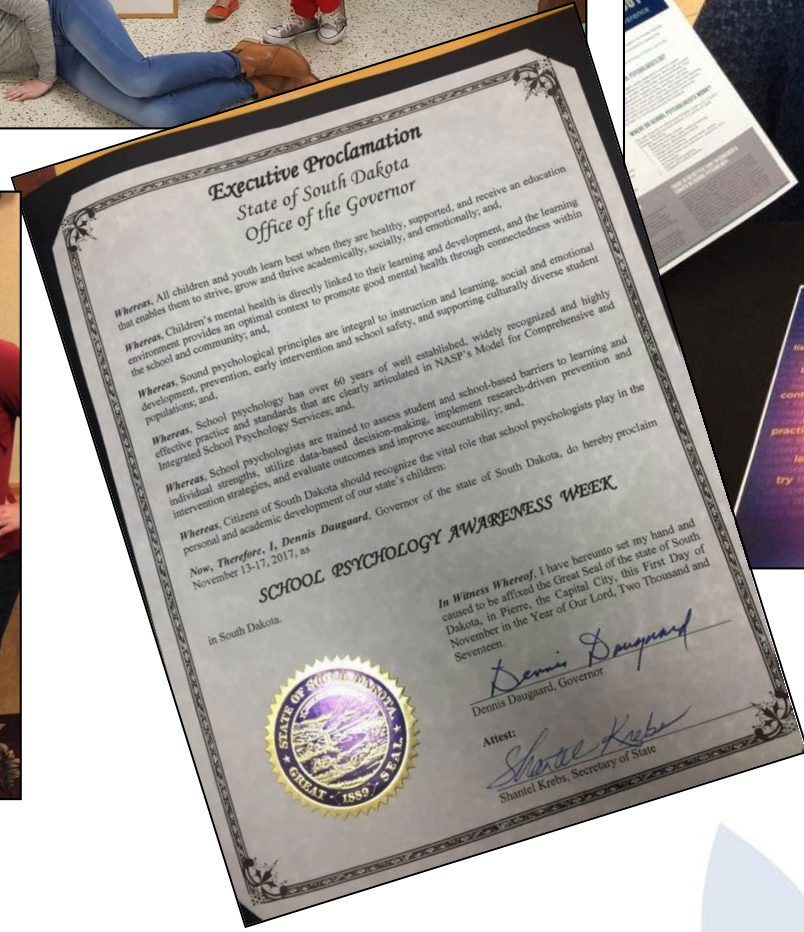
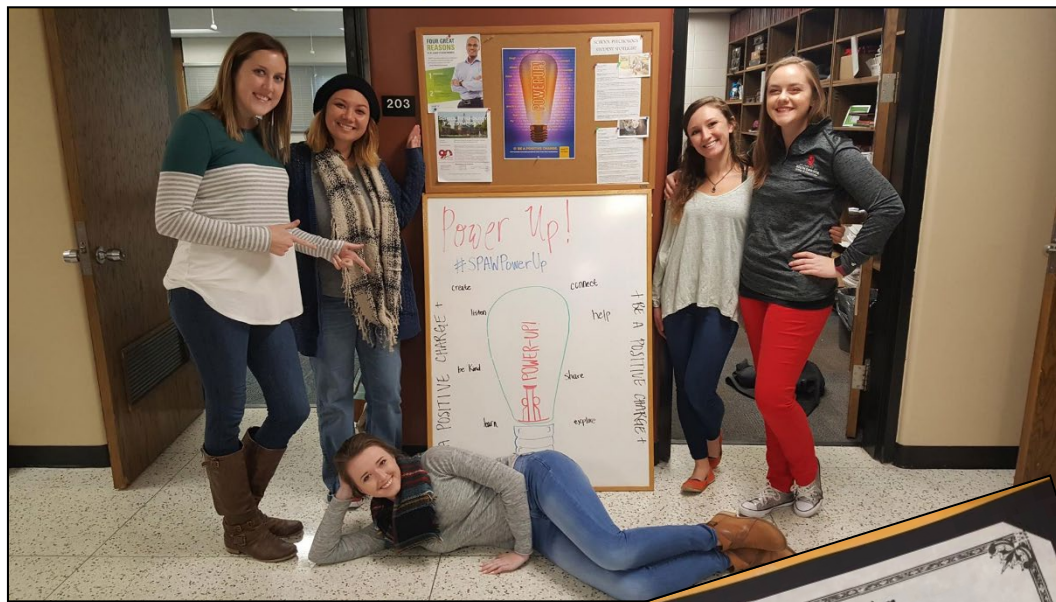
Check with your state association to see if they have plans for you to advocate in your state.

3

NASP engages in actions and activities that seek to positively influence outcomes affecting the lives of the students, families and schools we serve.



www.nasponline.org/communications



Participate in Social Media



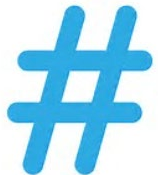
<https://tinyurl.com/yc6gzuuf>



“Like NASP on Facebook



“Follow” @nasponline on
Twitter



Use the hashtag
#NASPadvocates



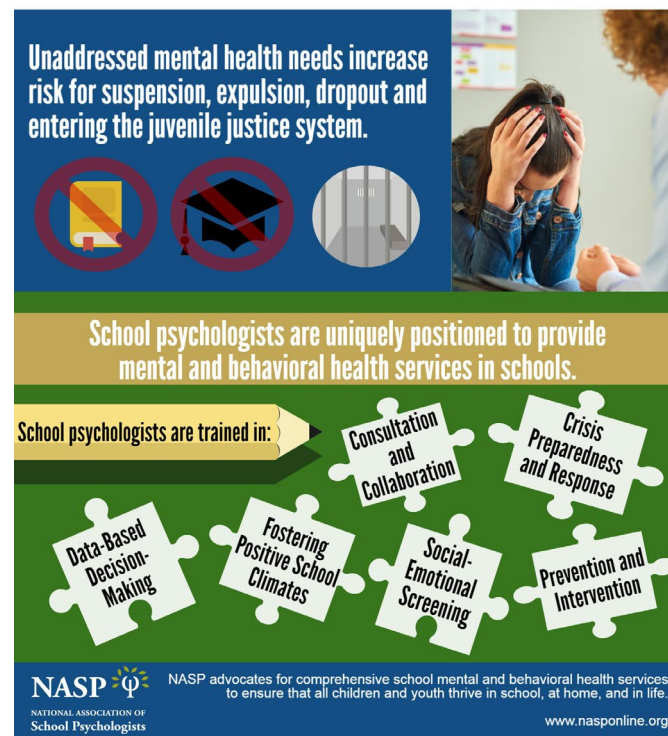
Tier 1 Social Media

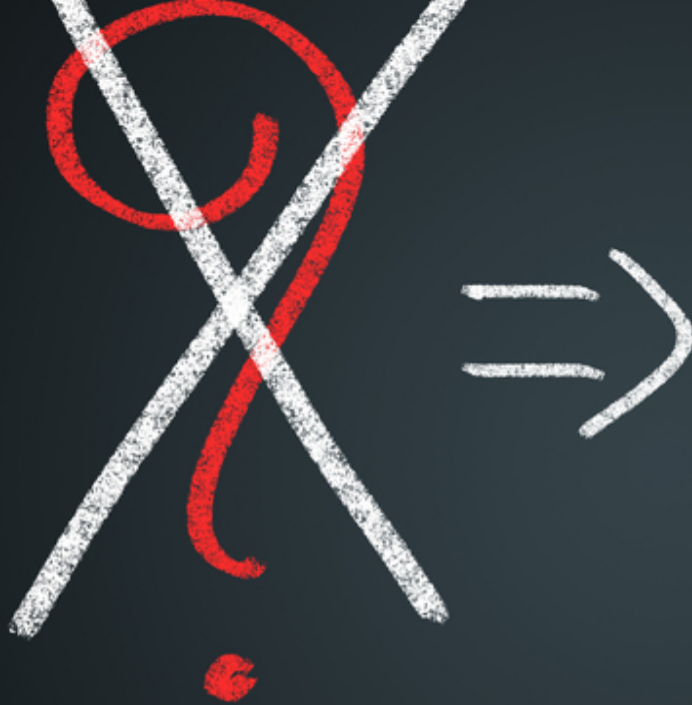


- Connect with state association/NASP
- Follow stakeholder groups
- Share out helpful resources
- Convey key ideas about what's good for kids and how school psychologists can help

Elbow Partner Talk

- What are ways that you can engage with universal communication strategies?
- What is one resource that you might share from the NASP website?
- What is one stakeholder that you can engage with within 2 weeks?
- What are barriers that get in the way of universal communication?





Problem

Ask and Offer.



Solution



Field of
Dreams...

If you build it,
they will come...



Ligonier Valley school psychologist proposes mental health program



By Nicole Chynoweth

Wednesday, Oct. 15, 2014, 9:00 p.m.

Updated 13 hours ago

Ligonier Valley School District is looking into starting a mental health program at its high school.

At the school board's meeting Monday night, school psychologist Rachel Clark described a "coping with stress" program she hopes to implement to target youth at risk for mental health issues like depression as a "preventative measure."

"With the increasing concerns with adolescent mental health, I think it's important to possibly address this through our adolescent youth at the high school," Clark said.

"We focus so much attention on funding and treatment options on children who are already diagnosed and in the process," she said.

Coping strategies, problem-solving strategies, resiliency skills — like how to rebound from stressors — would be the main focuses of the program, which Clark would facilitate.

Throughout the program, Clark would measure its effectiveness by collecting data on characteristics of depression, like changes in students' eating, sleeping and behavioral habits.

At the board's September meeting, Superintendent Dr. Chris Oldham gave the board some statistics from the 2013 Pennsylvania Youth Survey, which showed some students experienced symptoms of depression or antisocial behavior.

There is an Excelsa Health program available at the school for diagnosed students. Clark's proposed program would

There is an Excelsa Health program available at the school for diagnosed students. Clark's proposed program would be geared more towards preventing mental health issues.

A small group of students, maybe eight students, would meet once a week for eight to 10 weeks for the program. To avoid taking students out of the same class during the program's run, the program would rotate through the various periods during the high school class schedule.

Oldham said the addition of the group would be a minimal cost to the district since it would only pay for the book Clark would use in the group.

Parental consent would be required for a student to participate. Students could be referred through the district's Student Assistance Program, parents, teachers or staff.

"If we can prevent one adolescent suicide, I think that would be awesome," said board member Thistlethwaite.

"Everything really is reactive when you're dealing with student behavior," Oldham said. "There's a little that is proactive at this point. I think that what it will do is it will give some kids that might be at risk for becoming depressed or experiencing anxiety to be able to learn some skills that will help them deal with those feelings better, rather than waiting for a kiddo to be in crisis and now we're reacting or now they're in a full-blown situation where they're needing more constant mental health services or medication. This will help to alleviate some of that."

The board will likely vote on the matter next month, Oldham said.

In other business, the board approved allowing administrators to apply for a \$25,000 Safe Schools Targeted Grant for school safety equipment, such as additional security cameras and new doors.

The board heard from teacher Adam Storey, who teaches STEAM for sixth and seventh grades, about the success of the STEAM class that was added this year at the middle school. Seven female students gave a presentation on their class' recent wind energy project, for which they worked in groups to design and build their own wind turbines.

The next meeting will be held 7 p.m. Nov. 10 with a planning session at 6 p.m.

Nicole Chynoweth is a staff writer for Trib Total Media. She can be reached at 724-850-2862 or nchynoweth@tribweb.com.

October 15, 2014

The paper she chose for her letter was a stationary he used for his reply to her about personalities.

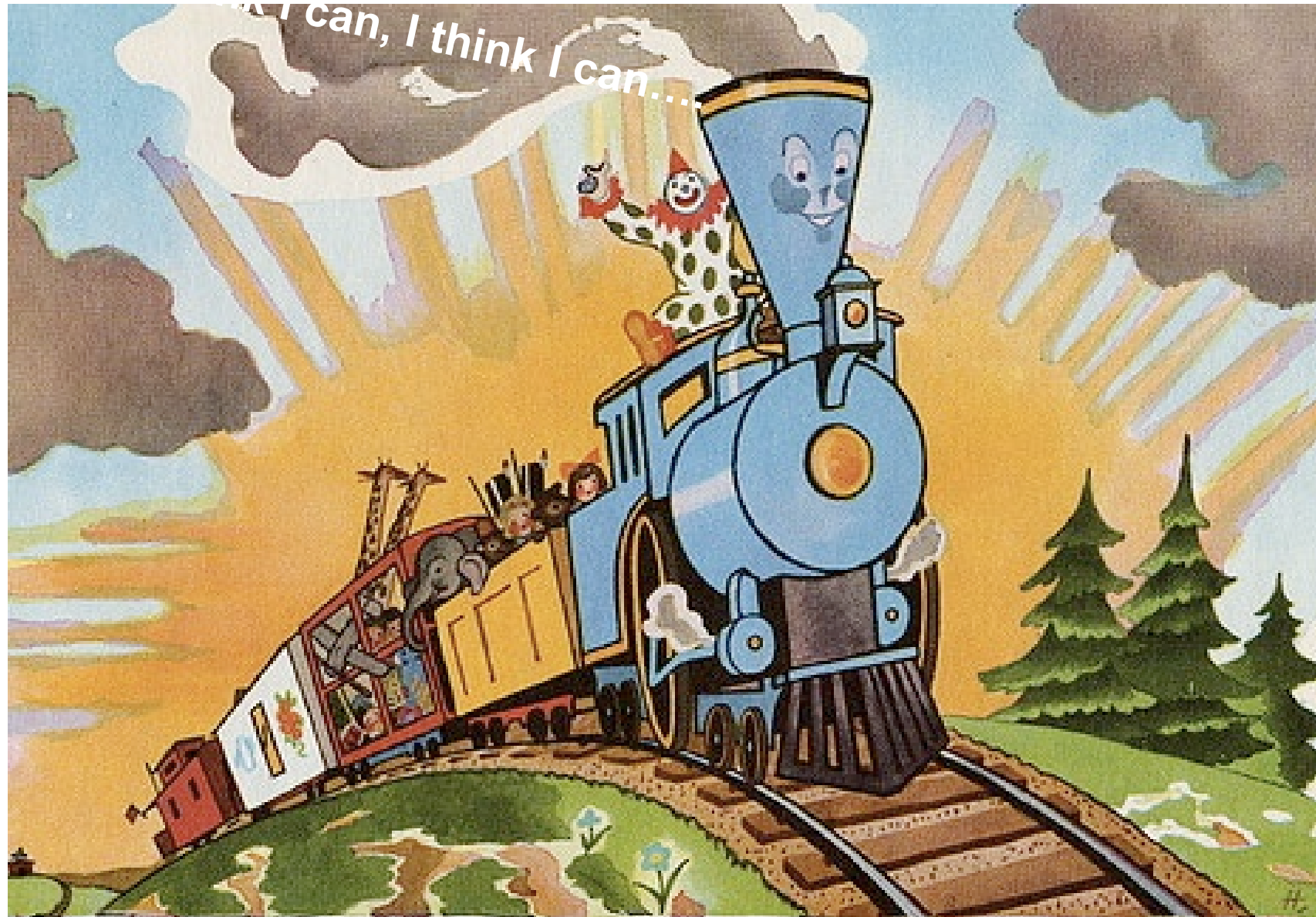
- Got \$3,650? You're rich! study finished
- There were 5,000 WMD left by Saddam Hussein they wounded U.S. troops in Iraq war
- To flight attendant, Army Ranger in the class

Tier 2 Social media



- Follow key school board members and state legislators
- Thank those via tweet that do something positive
- Share key messages on issues under consideration/of importance
- Convey/ask how school psychologists can help
 - (Be sure that you don't violate any district social media policies for staff)

The Little School Psychologist That Could



Assessing School-Level & District-Level Needs

In This Section

A Comprehensive & Integrated Framework for Services

Assessing School-Level & District-Level Needs

Using the Practice Model to Support Improved Practice in Identified Areas of Need

Reflection Questions on Implementation and Service Delivery

Next Steps: Linking Services With the Needs of the District

You can position yourself well for aligning your role with the NASP Practice Model by assessing the needs of your school or district. An initial step in this process is identifying needs and priorities by reviewing the school improvement plan. Your review should look carefully at how you and the other district staff are currently involved in activities of the school improvement plan.

You cannot realistically meet all of the identified needs of the school by yourself. However, you can develop a schema for identifying the services you can provide to address those identified needs based on the nature of this work. A school psychologist within a district can work together with other district support personnel to ensure that the full range of necessary services is provided.

Recommended Steps for Completing a Needs Assessment

A comprehensive needs assessment can serve numerous purposes, including identifying the needs of the district and helping prioritize areas of concern. Needs assessments can be specific to a particular area (e.g., perceived safety among students, discipline data, reading fluency among students). You must work collaboratively with school leadership in this process, while demonstrating the value of your role and priorities using your expansive skillset.

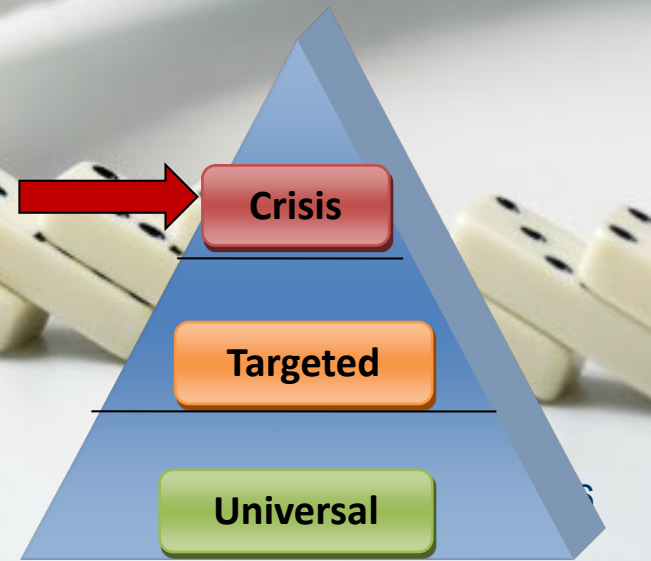
Step 1: Identifying and Engaging the Appropriate Stakeholders

Be sure to include school administration/leadership and other specialized instructional staff to be sure that the identified target areas are aligned with the school's priorities and

This [article in NASP's *Communiqué*](#) offers general guidance on initiating conversational needs assessment. Additionally, the IDEA Partnership has created a [collection of resources](#)



Urgent. Concise. Consistent.



Tier 3: Social media




- Share out key resources
- Retweet supporting messages and valid third-party resources
- Pay attention to stakeholder posts and tweets

A screenshot of a tweet from the National Association of School Psychologists (NASP). The tweet includes the NASP logo, the text of a resolution, and a link to learn more. Below the tweet, there is a larger image of a press release from NASP.

POWER OF ONE
CHOICE FOR COMMUNITIES

National Association of School Psychologists
2 hrs · 🌐

As part of NASP's commitment to ensure all children's safety, well-being, and ability to thrive in school, at home, and throughout life, NASP has adopted the "Resolution to Support Efforts to Prevent Gun Violence".
Learn more: <http://bit.ly/2ne7AIQ>

NASP 
NATIONAL ASSOCIATION OF
School Psychologists

For Immediate Release
January 23, 2017

NASP Adopts Resolution Supporting Efforts to Prevent Gun Violence

Bethesda, MD—As part of the National Association of School Psychologists' (NASP) commitment to ensure all children's safety, well-being, and ability to thrive in school, at home, and throughout life, NASP has adopted the "[Resolution to Support Efforts to Prevent Gun Violence](#)". The work of NASP is grounded in its mission, professional standards, position statements, resolutions, policies, and advocacy platforms, all of which are guided by research.

According to the U.S. Centers for Disease Control and Prevention (CDC), nearly 34,000 people die as a result of gun violence each year, approximately two thirds of which are the result of suicide, and for every person who dies, two more are injured. NASP agrees to protect children from gun violence by advocating and supporting

[About School
Psychology](#)[Resources &
Publications](#)[Professional
Development](#)[Standards &
Certification](#)[Research &
Policy](#)[Membership
Community](#)[Home](#) > [Resources & Publications](#) > [Resources](#)

School Safety & Crisis

<http://www.nasponline.org/resources-and-publications/resources/school-safety-and-crisis>

In This Section

[War & Terrorism](#)[Preventing Youth Suicide](#)[Threat Assessment at
School](#)[Addressing Grief](#)[Trauma](#)[Care for Caregivers](#)[Reunification](#)[School Violence
Prevention](#)[Bullying Prevention](#)[Media & Crisis](#)[A Framework for Safe and
Successful Schools](#)[Best Practice
Considerations for Armed
Assailant Drills](#)[3 Column List \(Dynamic\)](#)

NASP has made these resources available to the public in order to promote the ability of children and youth to cope with traumatic or unsettling events. You may use all or any portion of the school safety and crisis documents on this webpage solely for educational, non-commercial use, provided you do not remove any trademark, copyright or other notice contained in such document. Additionally, the integrity of the content must be maintained and NASP must be given proper credit. No other use is permitted unless otherwise expressly permitted by NASP.

War & Terrorism

Scenes of war and violence around the world played out on the news can have a negative impact on all children—particularly those who have suffered personal loss from or been exposed firsthand to terrorist or military actions, and those whose parents are members of the military, active duty reservists, law enforcement, or emergency response. ... [more](#)

Preventing Youth Suicide

Youth suicide is a serious problem, but is preventable if the right people know the warning signs and how to get help. ... [more](#)

Threat Assessment at School

Threat assessment represents an important component of a comprehensive approach to school safety that gives schools an alternative to zero tolerance discipline policies that have proven to be ineffective and counterproductive. ... [more](#)

Addressing Grief

School-based support and increased understanding are essential when a student

Related Resources

Helping Children Cope With Terrorism: Tips for Parents & Educators

Share this handout with parents and teachers with information on how to help children feel safe and secure in the face of fears surrounding current events.

Promoting Compassion & Acceptance in Crisis

Adults can help children understand the importance of treating all people with dignity, not judging entire groups of people for the actions of a few.

[View All Crisis Resources](#)

Policy Priorities

Time for a Staff Lounge Moment

What are 3 strategies you can use to raise your visibility with stakeholders. What resources will you use?

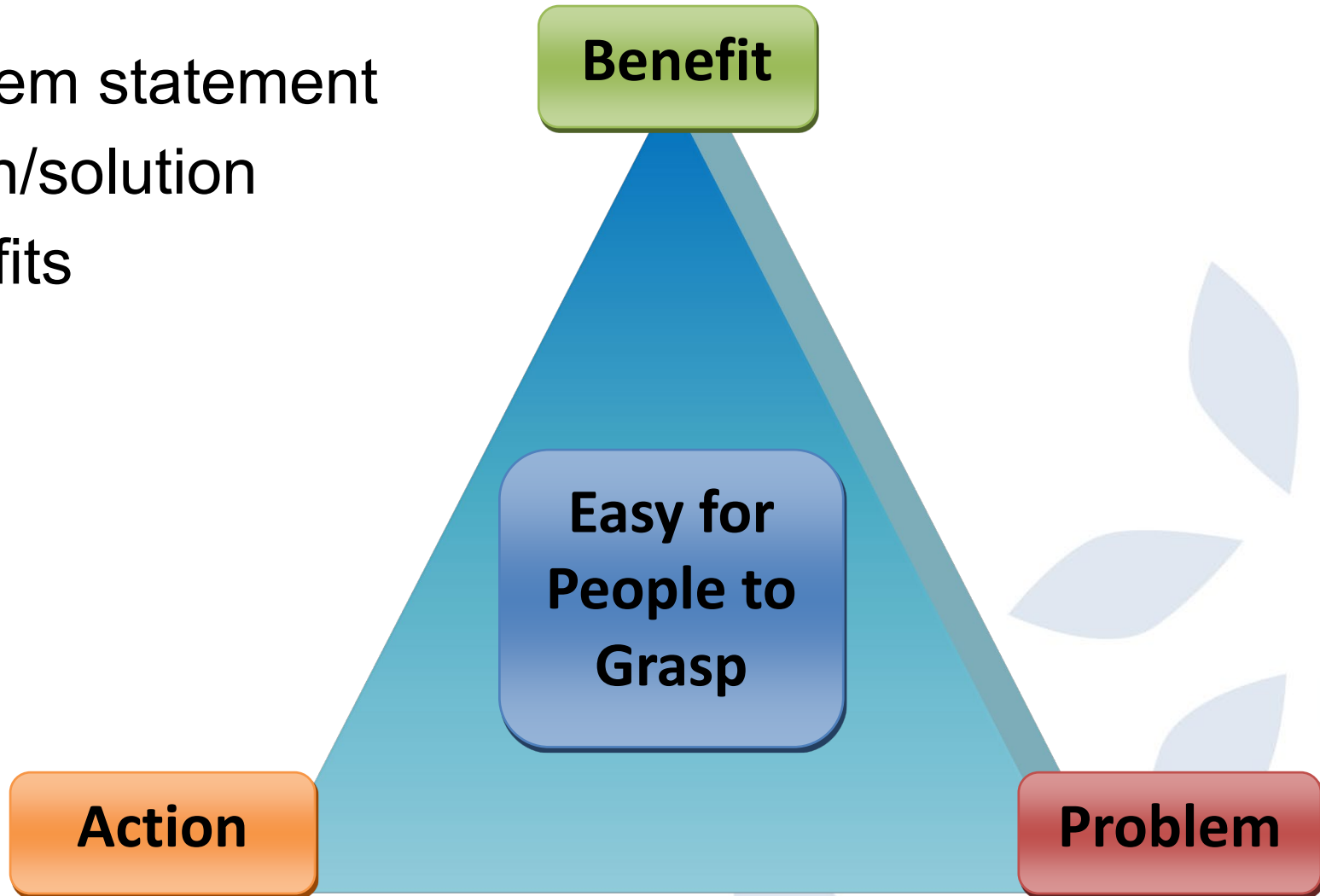


Communications Basics



Effective Message Structure

- Problem statement
- Action/solution
- Benefits



Make It Easy for People

- Lead with the point, restate the point, close with the point.
- Keep students at the center.
- Be relevant (know your audience).
- Be concise.
- Avoid acronyms/technical language.
- Use bullets to the extent possible.
- Resonate.

Resonate

- Appeal to emotion as well as intellect.
- Put a “face” on the issue. Be a good storyteller.
- Use data but use “social math,” not just statistics, when possible.
- Be a good listener.
- Need a clear “call to action”
 - Don’t allow (or expect) your target audience to guess what you need

Statistics Versus ...

Youth Risk Behavior Surveillance

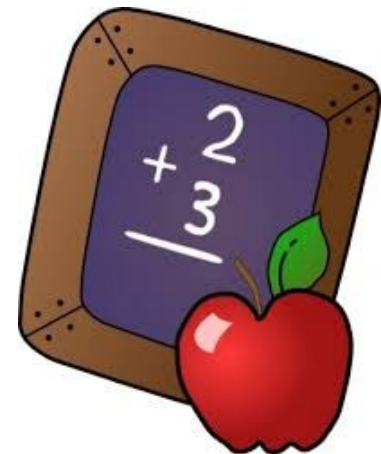
Percentage of students responding regarding behavior during 12 months preceding survey:

	YRBSS 2003*	Middle School Survey 2003**
1. Seriously considered attempting suicide	16.9	20.6
2. Made a specific plan	16.5	13.4
3. Made an attempt	8.5	9.7
4. Made an attempt requiring medical attention	2.9	—

Lieberman, Poland & Cassel, 2006

... “Social Math”

- For every 100-200 youth that attempt suicide, one child succeeds.
- For every three youths who attempt suicide, one goes to the hospital and two go to school.





Show Them the Data

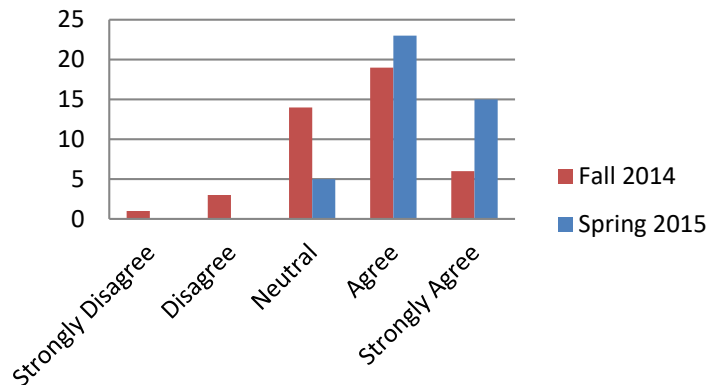
- Educational Outcome Data
 - State/District/Building
- Demographic Risk Data
 - Kids Count <http://datacenter.kidscount.org/>
- Research or Survey Data
 - YRBSS
<http://www.cdc.gov/HealthyYouth/yrbs/index.htm>
 - School Climate
 - Scholarly Research
- Office of Civil Rights Data <http://ocrdata.ed.gov/>

BPS-Fall 2014 vs Spring 2015

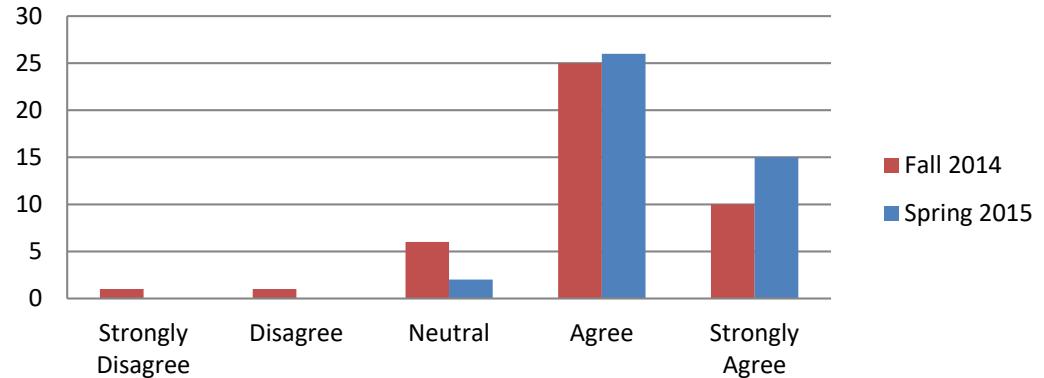
Site Rating by Teachers

Teacher Survey of Social, Emotional, & Behavioral Development Fall 2014 & Spring 2015

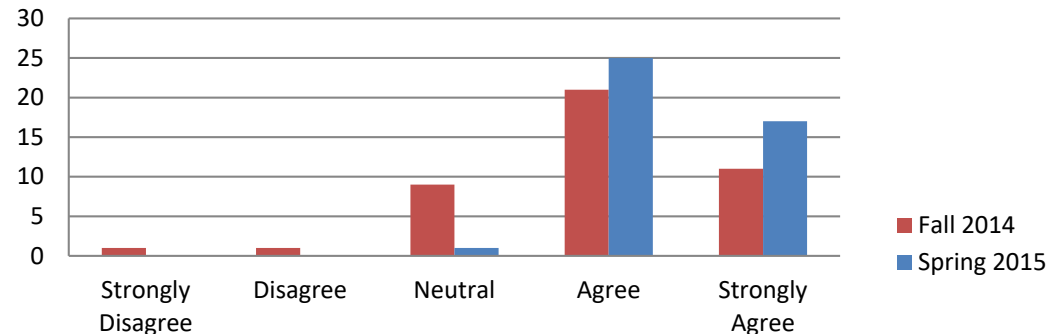
**Knowledge of Soc/Emo/Beh
Research-Based Interventions**



Comfort with Identifying Soc/Emo/Beh Milestones



**Comfort with Implementing Soc/Emo/Beh Research-
Based Interventions**

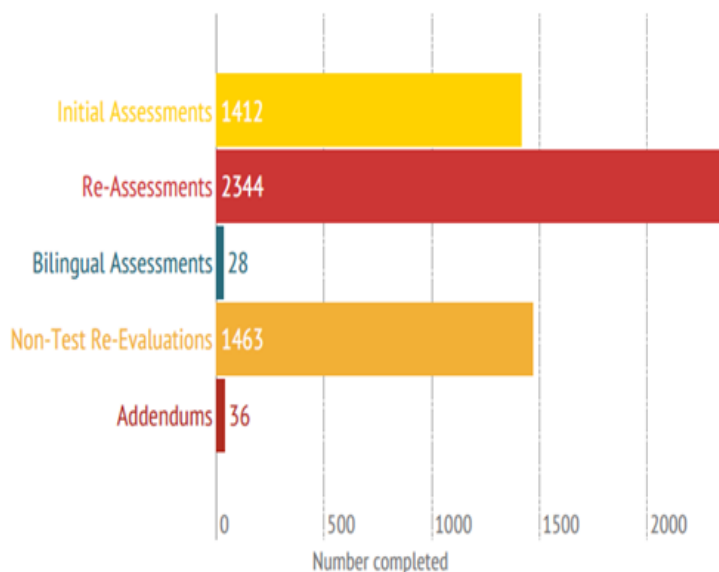


Overall trend with knowledge, comfort identifying and comfort implementing....reduction in strongly disagree/disagree/neutral and increase in agree/strongly agree when comparing Fall/Spring survey results.

Service Delivery Data PGCPSA

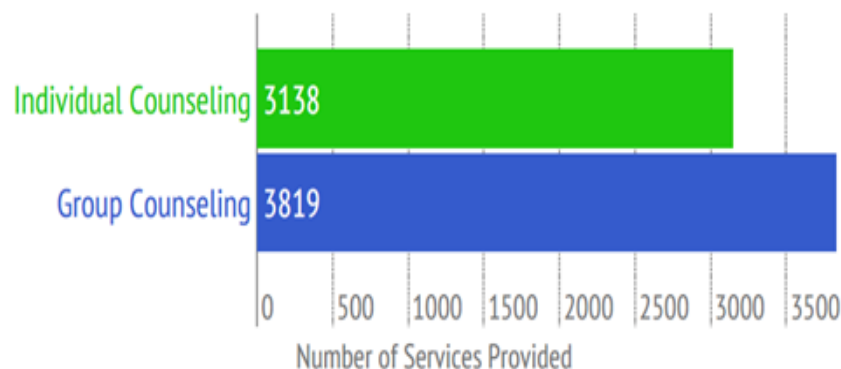
PGCSPA Gallery Walk | October 15, 2014 | Service Delivery Graphs

Assessments 2013-14 SY



Data from 2013-2014 SY Office of Psychological Services Logs

Counseling Services



Data from 2013-2014 SY Office of Psychological Services Logs

Consultation & Collaboration



Data from 2013-2014 SY Office of Psychological Services Logs

KIDS COUNT data center

A PROJECT OF THE ANNIE E. CASEY FOUNDATION



DATA BY LOCATION

DATA BY TOPIC

PUBLICATIONS

UPDATES

Help

About

Contact

A project of the Annie E. Casey Foundation, KIDS COUNT is the premier source for data on child and family well-being in the United States. Access hundreds of indicators, download data and create reports and graphics on the KIDS COUNT Data Center that support smart decisions about children and families.

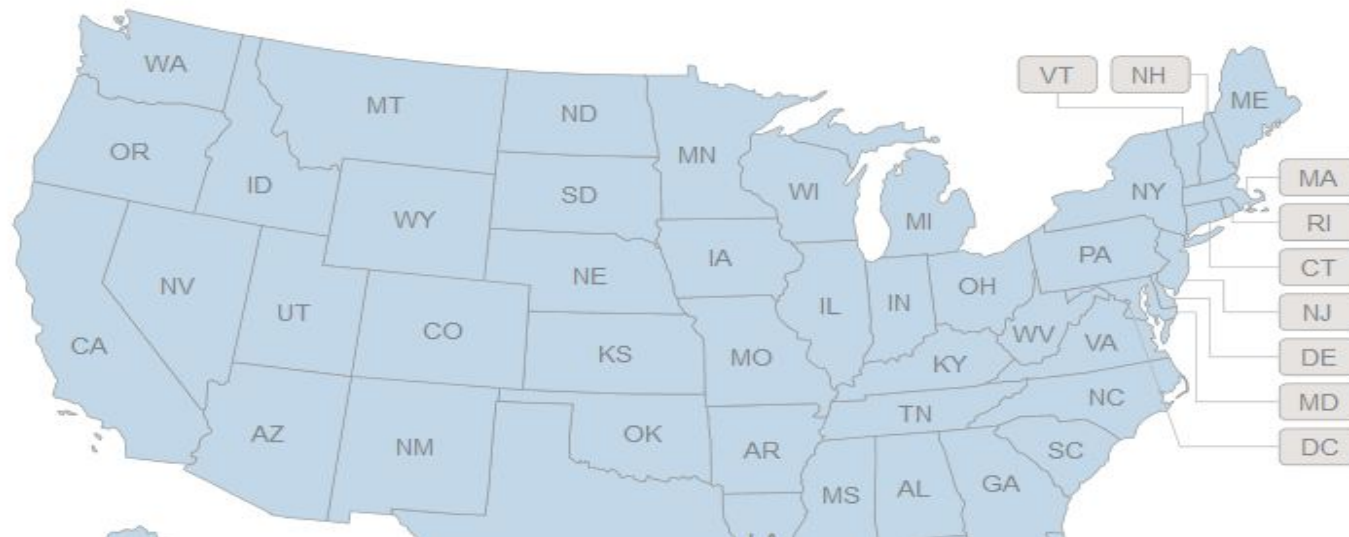
SEARCH



Enter any location, topic and/or keywords here

SEARCH DATA CENTER

CHOOSE A STATE



<http://datacenter.kidscount.org/>

Pennsylvania vs. United States

Children Who Have One Or More Emotional, Behavioral, Or Developmental Conditions

Year(s): All | Data Type: Percent

Data Provided by: National KIDS COUNT



Youth Risk Behavior Surveillance System

Youth Online: High School YRBS

◀ [Youth Risk Behavior Surveillance System \(YRBSS\)](#)

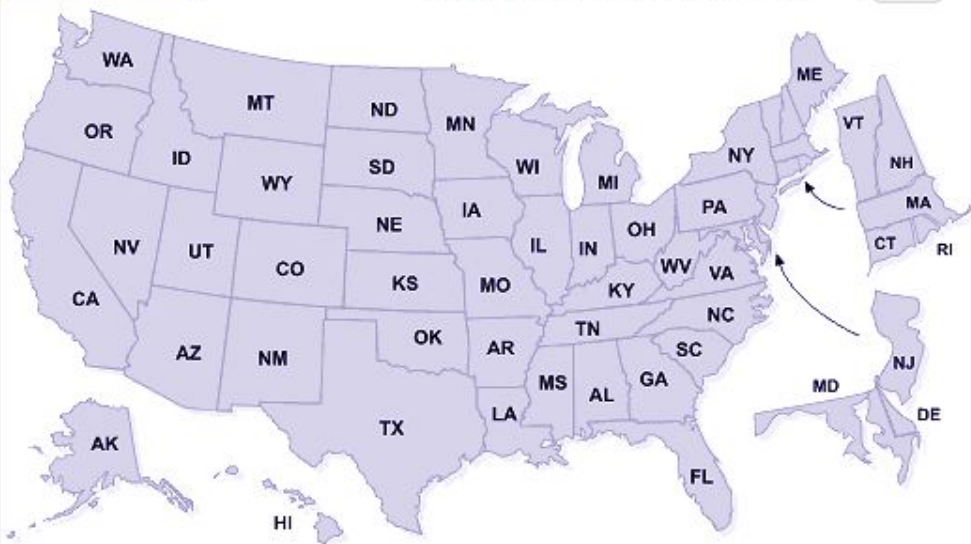
[Youth Online Home](#)

Youth Online lets you analyze national, state, and local Youth Risk Behavior Surveillance System (YRBSS) data from 1991 - 2011. Data from high school and middle school surveys are included. You can filter and sort on the basis of race/ethnicity, sex, grade, or site, create customized tables and graphs, and perform statistical analysis on a health topic. Please see [Youth Online Help](#) for more information using all Youth Online capabilities.

View all responses for one location

View survey results for the United States, a state, a territory or selected location. To view U.S. data, click the View U.S. Data link. To choose a specific location, make a selection in the dropdown menu or click a location on the map.

[View U.S. Data](#) | **Select Location:**



View one question for all locations

View results for one question for all states and locations that have data available. To choose a question, first select a Health Topic.

Select a Health Topic:

[Unintentional Injuries and Violence](#)



[Tobacco Use](#)

[Alcohol and Other Drug Use](#)



[Sexual Behaviors](#)



[Dietary Behaviors](#)



[Physical Activity](#)



[Asthma](#)

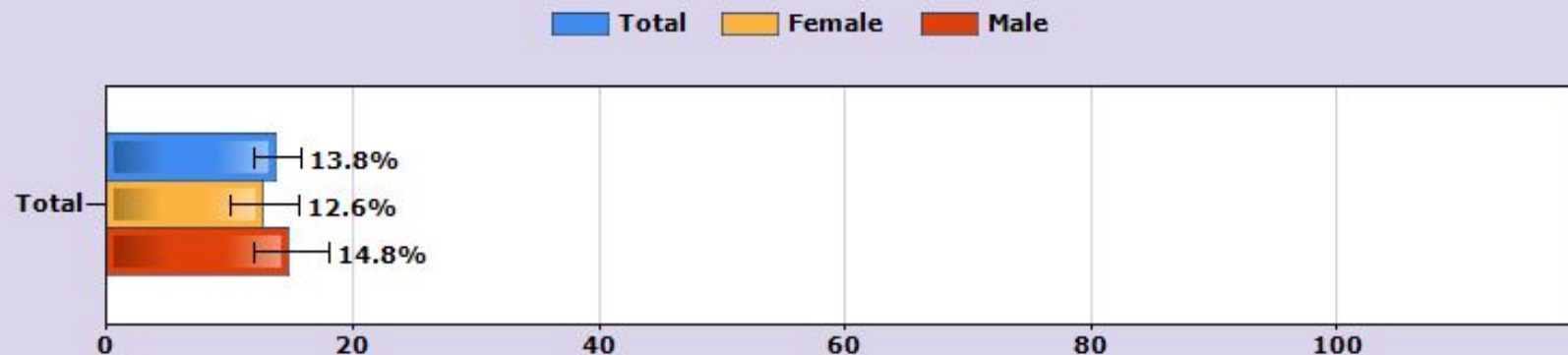
<http://www.cdc.gov/HealthyYouth/yrbs/index.htm>

YRBSS Data—Philadelphia

Bullied on school property

(during the 12 months before the survey)

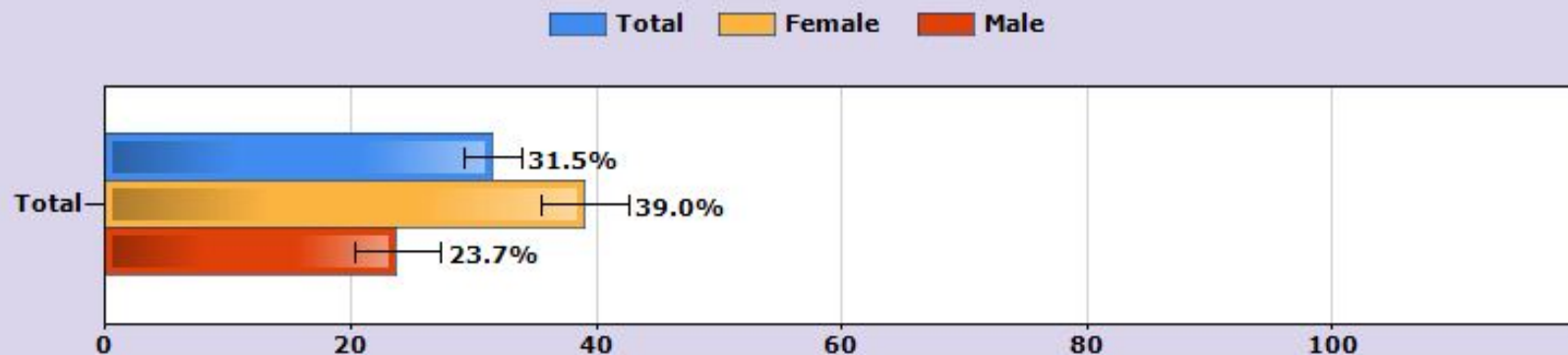
Philadelphia, PA, High School Youth Risk Behavior Survey, 2011



Felt sad or hopeless

(almost every day for 2 or more weeks in a row so that they stopped doing some usual activities during the 12 months before the survey)

Philadelphia, PA, High School Youth Risk Behavior Survey, 2011



CIVIL RIGHTS Data Collection



Wide-ranging education access and equity
data from a sample of our nation's public schools.

Quick Access



2009-10 District or School Reports

- Find school- or district-level summaries
- Access all data for a single school or district



Detailed Data Tables

- View and compare data across multiple schools and districts
- 2000, 2004, 2006, and 2009-10 CRDC data



State and National Estimations

- Download 2000, 2004, 2006, and 2009-10



View Longitudinal Data (Coming Soon)

- Explore data trends over time



<http://ocrdata.ed.gov/>

School & District Search

Characteristics & Membership

Staffing & Finance

Pathways to College and Career Readiness

College & Career Readiness

Discipline, Restraints/Seclusion Harassment/Bullying

Custom Charts & Detailed Data Tables

State and National Estimations

Additional Resources

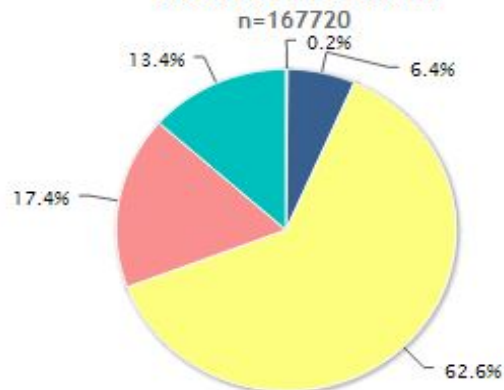
FAQs/User Guide

Office for Civil Rights(OCR)

Do you know the CRDC includes data about...

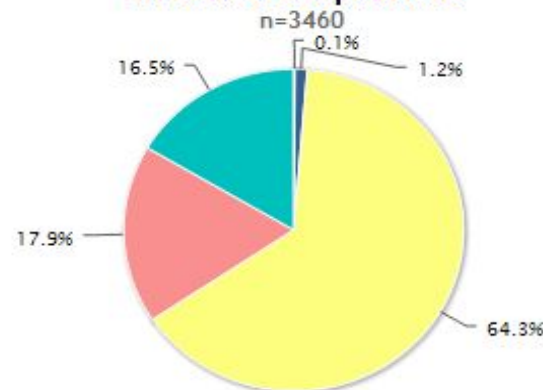
Enrollment
Demographics
Prekindergarten

District Enrollment



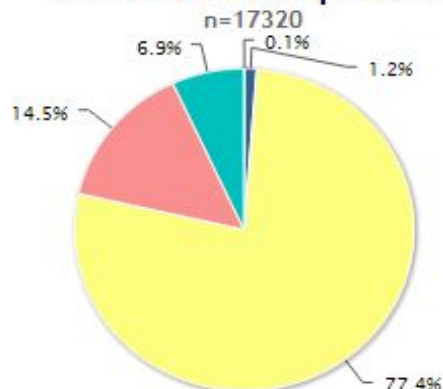
Am Ind/AK Nat 0.2% Asian/Pac Isl 6.4%
Black 62.6% Hispanic 17.4%
White 13.4%

In School Suspensions



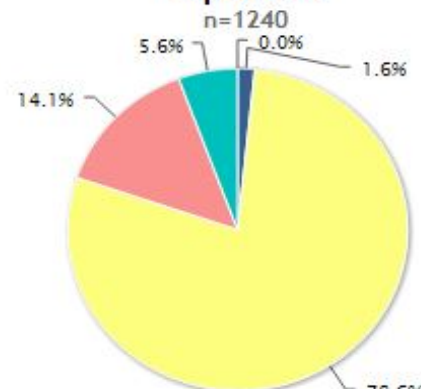
Am Ind/AK Nat 0.1% Asian/Pac Isl 1.2%
Black 64.3% Hispanic 17.9%
White 16.5%

Out of School Suspensions



Am Ind/AK Nat 0.1% Asian/Pac Isl 1.2%
Black 77.4% Hispanic 14.5%
White 6.9%

Expulsions



Am Ind/AK Nat 0.0% Asian/Pac Isl 1.6%
Black 78.6% Hispanic 14.1%
White 5.6%

* Section 504 Only discipline data is not available by race/ethnicity. Number of Section 504 Only students disciplined: In-School Suspensions=0, Out of School Suspensions=5, Expulsions=0.

Bullying Facts

Corporal Punishment >

+ Corporal Punishment

Suspensions >

+ In-School Suspensions

+ One Out-of-School Suspension

+ More Than One Out-of-School Suspensions

Expulsions >

+ Expulsions with Educational Services

+ Expulsions w/o Educational Services

+ Under Zero-tolerance Policies

Law Enforcement >

+ Referrals to Law Enforcement

Arrests >

+ School Related Arrests

Restraints and Seclusion >

+ Incidents

+ Mechanical Restraints

+ Physical Restraints

+ Seclusions

Harassment and Bullying >

+ Harassment and Bullying Policy

Reported

+ Allegations of Harassment and Bullying

+ Students Reported to Have Been Harassed or Bullied

**Not so sure
about this?**



What do Gumby and you have in common?



Gumby's Qualities

- Flexible
- Helpful
- Optimistic—all is possible
- Honest and pure
- Adventurous
- Fearless
- Loving
- Everybody's friend
- Gumby represents the good in all of us.

*—Art Clokey, Gumby's creator,
back of the Gumby package*



School Psychologists' Qualities

- Flexible
- Helpful
- Optimistic—all is possible
- Honest and ethical
- Resourceful
- Highly skilled
- Dedicated
- Caring
- Every child's advocate
- School psychologists see the good in all of us.

Hi, what can I do to help?



Mr. Gumby, EdS, NCSP, School Psychologist



Advocating for
your skills is
not self-
interested,
self-promotion.

It is essential
to doing your
best for kids.

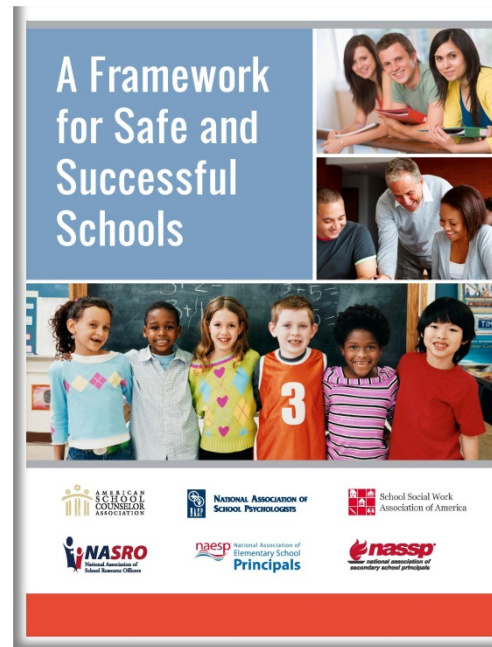
Do Not Reinvent the Wheel.

**NASP has
resources
that can
help.**



Foundational NASP Documents

- Standards, Ethics, and Practice Model
- Position Papers (Official NASP policy)
- A Framework for Safe and Successful Schools
- A Framework for School-Wide Bullying Prevention and Safety

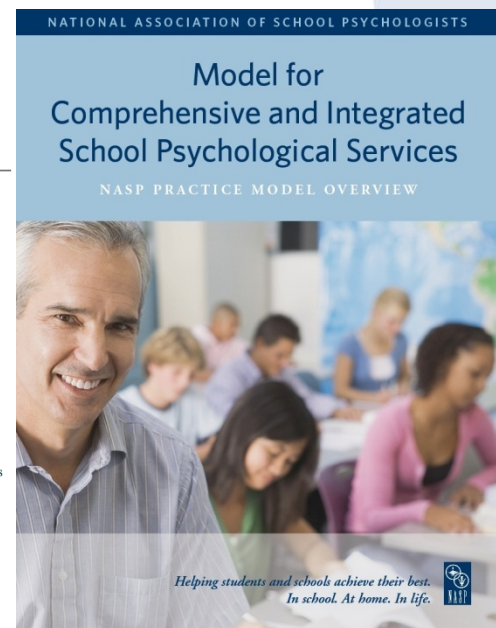
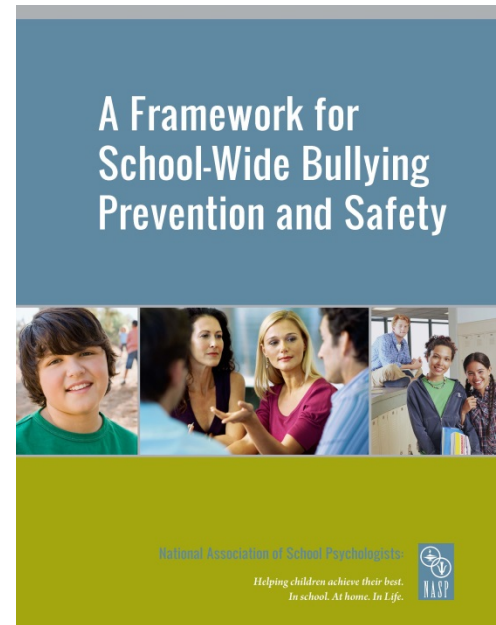


Position Statement

NECESSARY USE OF THE TITLE "SCHOOL PSYCHOLOGIST"

The purpose of this position paper is (a) to summarize existing National Association of School Psychologists (NASP) policy, state and federal mandates, and approved federal graduate education standards as it applies to the necessary use of the title "school psychologist" by specialist- and doctoral-level school psychologists; and (b) to summarize the critical need for continued use of the title "school psychologist" among specialist- and doctoral-level school psychologists as they meet the daily behavioral, academic, and social-emotional needs of the students they support.

NASP advocates that all school psychologists practicing in schools under a credential awarded by their state education agencies or other entities that have credentialing authority, whether trained at the doctoral or specialist levels¹, use the established title "school psychologist" as their professional designation. Specialist-level graduate education consists of 3 years of full-time graduate study in a recognized school psychology program, the accrual of 60 or more graduate credits, and the completion of a minimum of 1 academic year of supervised internship experience (NASP Standards for Graduate Preparation of School Psychologists; NASP, 2010a). As highly qualified professionals with advanced graduate education at the specialist or doctoral level, school psychologists deliver a continuum of needed research-based academic and school mental health services to children, families, schools, and community agencies. After receiving advanced graduate education through recognized school psychology programs, school psychologists are typically credentialed through state departments of education, with more than 90% of states explicitly credentialing school psychologists by title (NASP, 2010b). The historical, legal (federal and state), and publicly accepted understanding of what school psychologists, at the specialist and doctoral levels, do in everyday practice is inextricably tied to the use of the title "school psychologist."

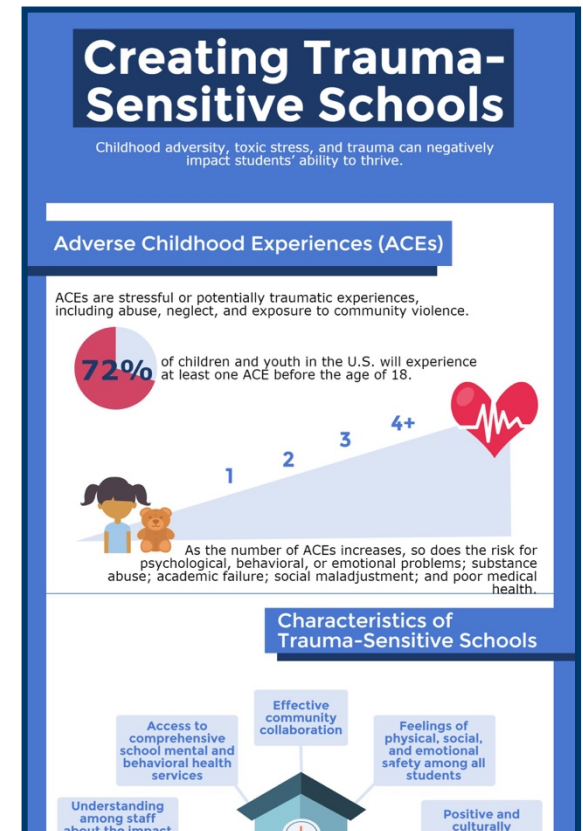
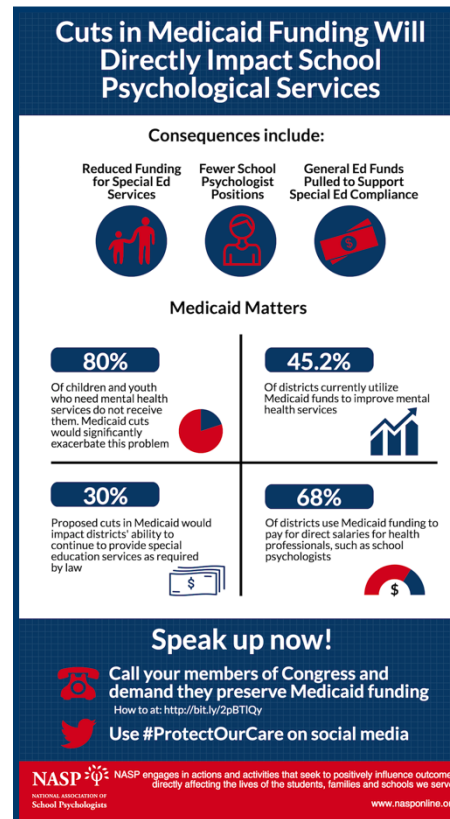
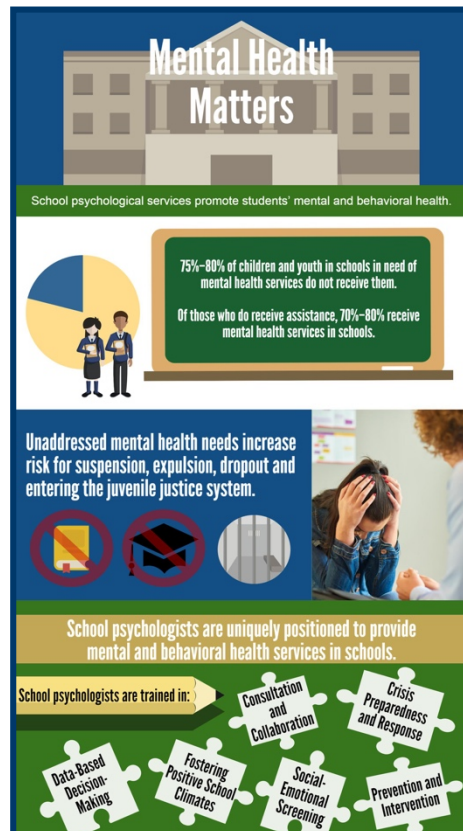




Infographics to Educate and Activate

View, download, and share our infographics series through social media to introduce key issues to stakeholders and advocate for the work of school psychologists.

www.nasponline.org/infographics



Some More NASP Resources

- **Communications Resources**
 - <http://www.nasponline.org/communications-resources>
- **NASP Topical Resources**
 - <http://www.nasponline.org/resources-and-publications/resources>
- **NASP Practice Model Implementation Guide**
 - www.nasponline.org/standards/practice-model/implementation-guide
- **Advocacy Roadmaps**
 - Safe & Successful Schools, NASP Practice Model, Promoting SP Services
 - <http://www.nasponline.org/research-and-policy/advocacy-tools-and-resources/advocacy-roadmaps>

See the Gumby in you! We do!





Key Takeaways

- School psychologists are uniquely qualified to develop comprehensive support systems, provide direct and indirect services, and expand access
- Barriers exist, but we can overcome them!
- Current public policy presents significant opportunities for school psychologists to do what we do best.....improve outcomes for students



Are YOU smarter than your school psychologist friends?

- LET'S FIND OUT!!!!
- Go to: kahoot.it
- Enter game pin
- Choose a “creative” name:
- Connect from any device!
- The WINNER will be receiving a FABULOUS Prize!

Give one...Get one

- Write down one idea from this training that you plan to implement from this training this fall
- Find another person.
- Give your idea to another person and then get one idea from another person.

Questions?

BABY BLUES

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