GW/ NASP 2012 Public Policy Institute
July 12, 2012  4:00-7:00pm

Stacy Skalski, NASP Director of Professional Policy & Practice
Kelly Vaillancourt, NASP Director of Government Relations
Kathy Cowan, NASP Director of Communications
John Kelly, NASP Government & Professional Relations Chair
GPR Regional Facilitators

NASP Website: www.nasponline.org
Topics

• NASP Structure & Governance
• NASP Leadership, Advocacy & Public Policy
• The Model of Comprehensive & Integrated School Psychology Services
• Advocacy Priorities: Local, State, National
• Communication & Messaging
• Grassroots Advocacy
  • Knowing, Planning, Doing
• Tools to Promote and Preserve School Psychology
NASP Structure and Governance
NASP

• NASP is the largest, most influential organization of school psychologists in the world.
• There are over 26,000 NASP members.
• NASP members reside in 44 different countries in the world.
NASP Organizational Structure

Delegate Assembly

Committees & Boards

Members

NASDAQ Staff

Executive Council

NASP is largely made up of volunteers!
Vision: How we want the world to be.

All children and youth thrive in school, at home, and throughout life.
Mission: Our role in making the world that way.

NASP empowers school psychologists by advancing effective services that improve students’ learning, behavior, and mental health.
Core Values: Center everything we do.

- Student focus
- Accountability
- Diversity
- Integrity
- Excellence
- Collaborative relationships
- Continuous improvement
- Visionary leadership

**Advocacy:** NASP engages in actions and activities that seek to positively influence outcomes directly affecting the lives of the students, families and schools we serve.
NASP’s Role

Publications and resources

Leadership and Advocacy

Standards and Ethics

Professional Identity

Professional Development
Advocacy Committees and Workgroups

- Child and Profession Position Statements
- LGBTQ
- Communications
- **Government and Professional Relations (GPR)**
- International
- Multicultural: African American, Asian American, Latino, Native American, Children in Transition
- National Emergency Assistance Team (NEAT)
A Quick Look at Leadership
Effective leaders build sustainable movements.
Leadership, Change, and Inspiration

• Consider this.....

http://www.youtube.com/watch?v=fW8amMCVAJQ
Creating a Movement

- A movement starts with a nut/leader who has an idea or vision that they think is worthy of pursuit.
- The leader needs to be easy to follow.
- The leader needs to embrace and encourage participation by others.
- The “first follower” transforms the “nut” into a “leader”.
- The “second follower” creates the movement.
- People join a movement so that they are a part of something special (and so they don’t feel left out.)
A successful movement is dependent upon having an ethical, visionary leader and courageous followers.
"I never worry about action, but only inaction."

Winston Churchill
What else do people say about leadership?

Lead, serve...or get out of the way!

--Author unknown
“If you are not at the table, you are on the menu…”

--Author Unknown
Advocacy as a Core Value

Embracing Advocacy & Public Policy as a Core Value, Communique, 40 (7), pgs. 4-6
Overview of NASP Public Policy

- Member & State Assistance
- Professional Development
- Grassroots Advocacy
- Policy Foundations, Strategic Plan & Mission
- Research & Evaluation
- Legislation, Statutes, & Regulations
- Professional Relations & Communications
Framework for Advocacy

• Increasing advocacy among NASP members and other stakeholders at the local, state, and federal levels

• Building partnerships between parents, families, schools, and communities

• Supporting effective learning environments for the academic/social-emotional success of ALL children

• Promoting education funding as a priority
Leadership and advocacy starts with clear concise statements about what you believe...
Foundational NASP Documents

- Position Papers (Official NASP policy)
- Ready to Learn, Empowered to Teach (Guiding policy principles)
- Blueprint for School Improvement: Three-Component Approach (Joint NASP/UCLA white paper)
- A Framework for School-Wide Bullying Prevention and Safety (brief)
- Standards, Ethics, and Practice Model
Major content areas: Learning Supports

- Building teacher capacity to re-engage disconnected students and maintain their engagement
- Providing support for the full range of transitions that students and families encounter as they negotiate school and grade changes
- Responding to and preventing academic, behavioral, social–emotional problems and crises
- Increasing community and family involvement and support
- Facilitating student and family access to effective services and special assistance as needed
Model of Comprehensive and Integrated School Psychological Services (NASP, 2010)
STANDARDS FOR SCHOOL PSYCHOLOGY

Ethical and Professional Practices for School Psychologists

2010

Principles for Professional Ethics
Model for Comprehensive and Integrated School Psychological Services

STANDARDS FOR SCHOOL PSYCHOLOGY

Graduate Preparation and Credentialing for School Psychologists

2010

Standards for Graduate Preparation of School Psychologists
Standards for the Credentialing of School Psychologists
Why We Need a Practice Model?

- Provides a more organized and coherent framework to advocate for and communicate about school psychological services, particularly with school administrators and policymakers.
- Provides a concrete tool for advocating for roles and job preservation.
- Promotes consistency of practice by delineating what services might reasonably be expected to be available from school psychologists.
- Provides direction for excellence in delivery of services.
- Provides guidance for continuing professional development.
Model for Comprehensive and Integrated SP Services: Components

• Two major sections:
  » *Professional Practices* – aligned with 10 domains of practice that are the core components of the model
  » *Organizational Principles* – intended to be utilized by organizations that employ 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

<table>
<thead>
<tr>
<th>Student-Level Services</th>
<th>Systems-Level Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interventions and Instructional Support to Develop Academic Skills</td>
<td>School-Wide Practices to Promote Learning</td>
</tr>
<tr>
<td>Interventions and Mental Health Services to Develop Social and Life Skills</td>
<td>Preventive and Responsive Services</td>
</tr>
<tr>
<td>Family-School Collaboration Services</td>
<td></td>
</tr>
</tbody>
</table>

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
What impacts ratios?

• Mandated Policies and Practices
  » See ASCA State Mandates Site:
  » http://www.schoolcounselor.org/content.asp?contentid=535

• Is school counseling mandated for K-8?
  » IL: No       WY: Yes

• Is school counseling mandated grades 9-12?
  » IL: No       WY: Yes
School Psychology Ratio
Organizational Principle 3.2

Generally, the ratio should not exceed one school psychologist for every 1000 students. When school psychologists are providing comprehensive and preventive services (i.e., evaluations, consultation, individual/group counseling, crisis response, behavioral interventions, etc.), this ratio should not exceed one school psychologist for every 500 to 700 students in order to ensure quality of student outcomes.
State Advocacy: Maine Adopts Practice Model

- The first state to adopt the NASP Practice Model in state statute was Maine
- Signed into law on June 20, 2011

Excerpt from LD 1094 Maine State Legislature:

1-A. Scope of services. …The services delivered are the services articulated under the domains of practice in the current Model for Comprehensive and Integrated School Psychological Services developed and published by the National Association of School Psychologists.
National, State, and Local Advocacy Priorities
Responding to the Crisis

“Danger + Opportunity”
The Danger: Major Public Policy Issues in Education

- **International Competition**
  - The US now ranks 16th out of 36 developed countries in “college completion” rates. This is a category the US has dominated for decades.

- **Drop out factories**
  - 1500 schools in America produce about 50% of drop outs

- **Weak economy**
  - leading to layoffs across the country
  - Federal budget outlook

- **ESEA Waivers**
  - Flexibility from certain mandates in NCLB

- **Changes in Leadership in Congress**
  - Shifting priorities. Increased attention on charter schools, state flexibility, value added assessments, and decreased Federal role
The Opportunity: The NASP Practice Model in the Context of Educational Public Policy

- Emphasis on data driven decision-making
- Focus on supports for student learning and social/emotional development
- Family-school collaboration
- Increased emphasis on prevention
- Focus on evidenced based practices
- Research based approach to service delivery
- Focus on evaluation of services
State Level Priorities

- Promotion and adoption of the NASP Standards, especially the NASP Practice Model
- Promotion and adoption of the NCSP
  » Entry level credentialing, renewal
- Medicaid eligibility for SP—e.g. parity
- State association capacity building
Federal Level Priorities

• NCLB/ESEA Reauthorization
• IDEA Reauthorization
• Recognition of the special expertise of school psychologist in school reform efforts
• Safe schools
• Comprehensive and coordinated school mental health services
• Adequate Federal Funding for Kids
Time for a Chat….

ELEVATOR CHAT 1

What are the three most important things you want people to know about the value of school psychologists? (5 minutes)
Four Big “Take Aways” From Today

• You have the ability—and responsibility—to advocate for your role and services; doing so is good for kids.
• Advocacy and communication 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
Three benefits to being intentional and planful about communications and advocacy:

1. Helps you target right audience with right strategies.
2. Helps to organize your thoughts, maintain consistent messages.
3. Easier for target audience to understand, remember, and act.
Effective communication is essential to effective leadership.
So, you’re a school counselor, right?
Belgrade counselor named School Psychologist of Year

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 psychologists 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.
I'm a school PSYCHOLOGIST, not a counselor, DAMNIT!

Write something...

Andrew Huggins: PAID INTERNSHIP Available for 2010-2011 school year, West of Atlanta about 45 minutes. Now interviewing prospective School Psychology Interns! Contact me via message for more info!!!!

Yesterday at 5:25pm · Comment · Like · Report

Maryanne Mcfalls: Hi! I'm the (only) school psychologist in Bledsoe County, TN. It's a small, rural, mountainous county with high poverty. It's an interesting place to work and I work with some of the most awesome teachers and staff. My caseload is a killer though......

Sun at 7:12pm · Comment · Like · Report

Heather Adams: Has anyone gone through the School Neuropsychology Certification Program through Kids Inc.? I am very interested in this program and would love to know more about it from those who have done it.

February 18 at 7:05pm · Comment · Like · Report

Laura Jacobs Sanders: Love it! I just explained this 2 times today.

February 4 at 9:28pm · Comment · Like · Report

Andie Hill: Does anyone know of any current job openings, or know a good site for finding vacancies?

January 17 at 2:02pm · Comment · Like · Report

Vito Pisa: Hello!

My name is Franco Curleo and I am responsible for the United States Division of the new website www.interpsyche.com which registers Psychologists and Psychotherapists throughout the United States, offering you a valid opportunity to be visualized and known by your future Clients in a clear and professional way to a vast number of visitors.

Happy New Year!!!

January 2 at 5:35am · Comment · Like · Report

Kent Elliott Allen: Sometimes I tell people that I am an educational psychologist. That communicates the idea that my profession applies psychology to education and supplies services to increase the learning potential of children.

Susan Knight M...
How do people know what you are doing and why it matters?
This is a critical time to promote the value of **YOUR** expertise

- How do you meet the needs of students at-risk for failure?
- How can you help students suffering from the economic crisis, dealing with military deployments, living in unstable families and neighborhoods, etc.?
- How can you support teachers dealing with larger classes, increased requirements, and students with increased needs?
- How can you help realign services to continue to support academic progress even with budget cuts?
- How can you contribute to the school improvement process?
- **Who** recognizes your role in student success?
- **Are** key decision-makers on your list?
We need to make the case for ourselves.  

No one else will make it for us.

You don’t need to be a superhero to do it.
There are two general ways to advocate for your role at the local level:

• Direct advocacy

• Demonstrating value through action

Good communication is essential to both.
Advocacy Through Action

• **Offer to help.**
  » Be a sounding board and support system to parents, teachers, and administrators.
  » Help with behavioral referrals, crises, etc. whenever possible.
  » Ask about issues or challenges they are facing.
  » Share practical resources.
  » Touch base with the principal every time you are in the building. Ask, “What are you working on and how can I help you?”
Advocacy Through Action

• Take off your stealth mask. Be visible:
  » Participate in school-based initiatives around accountability, school climate, drop out prevention, etc...
  » Attend staff meetings, staff development for teachers/administrators, and/or PTA meetings.
  » Volunteer for key district level committees (e.g., disproportionality)
Advocacy Through Action

• Be a personal trainer.
  » Offer to conduct a staff training.
  » Help others look good and feel good about what they do for students.

• Show me the data!
  » Offer to help your principal review school-wide data.
  » Help teachers collect and analyze data.
  » Facilitate data chats.
  » Integral to school reform, effective instruction, school climate, and improved outcomes

• Think broadly about how your data expertise can help you get to the table.
Your value increases when people understand your data skills.

Listen to what one superintendent has to say….

John Carruth, Asst. Superintendent
Vail Unified School District
Tucson, AZ

Permission to use the video clip provided by the RTI Action Network, http://www.rtinetwork.org/

To view the entire WETA-RTI Action Network Forum go to: http://www.rtinetwork.org/images/content/downloads/professional%20development/forums/4-30-09/RTI_Webcast.swf
Planning Process

Effective Communications Planning

Assess Situation
Identify Stakeholders
Craft Messages
Select Strategies
Implement
Evaluate

Participant Engagement
Stakeholder Buy-In
Desired Outcomes
Assess Situation

- What are the driving priorities/challenges for your district?
- What is your objective? (How does this align with district priorities?)
- What are potential opportunities? (New policies/programs, student need, administrator’s agenda.)
- What are obstacles? (Time, misperceptions, competing agendas, complex issue.)
- What is your timeframe?
- What are your available resources?

TIP: Identify and collect data that will help make your case.
“The good news... we’re off the ‘schools in need of assistance list,’ however we made the list of ‘schools whose students need to go on a diet program.’”
Identify Your Stakeholders

- Principals
- Other Student Support Personnel
- District Leaders
- Teachers
- Students
- Parents
- Community Providers
- School Boards
- Media
- State Legislators
- State Education Groups
- State Education Leaders
- Congress
Internal Versus External Communications

• Internal communications facilitates DOING.
• External communications facilitates SUPPORTING.
• They must work together.
Know Your Stakeholders’

Risks/Concerns

Goals/Hopes
Three Types of Strategic Communications

- **Crisis Management**: Urgent/in the moment
- **Action Request**: Resolving a problem
- **Proactive Communications**: Sharing information

**Crisis**

**Targeted**

**Universal**
Effective Communications

• Starts with proactive outreach.
• Proactive outreach promotes “Action Requests”.
• Anticipates and facilitates crisis communications needs.
Proactive Outreach  
(You offer something. No strings.)

- Increase your visibility (with staff, parents, and administrators).
- Raise awareness and comfort level on an issue.
- Get more involved/be accessible.
- Improve collaboration.
- Disseminate useful information, especially in times of crisis.
- Create environment for decision-maker “buy-in.”
- Strategies: school newsletters, parent handouts, brown bag discussions, website content, “good to know” updates for district administrators/school boards.
Clinical Corner

Helping Children and Families Cope with the Economic Crisis

As a new school year begins, parents, educators, and children are full of anticipation for new learning experiences and the opportunity to develop new relationships. Unfortunately, this year will be especially stressful for many because of changes in our economy. Over recent months when we have turned on the car radio, watched television, or read newspapers, we have been flooded with news of the financial crisis in our country. Fairfax County is no exception as our communities have been impacted by soaring unemployment rates and home foreclosures. When we think about these issues, we tend to focus on adults. If job loss, losing a home, and not being able to pay utility bills are stressful for adults, imagine the confusion and feelings of uncertainty that children are experiencing.

The manner in which parents cope with their financial challenges will have a direct impact on their children. Monitoring your own level of stress is very important. If children ask questions about your situation, be honest, but limit how much information you share depending on the age level. Only state what is factual. Worrying about something that may not actually happen can increase a child’s anxieties. Even though your financial situation has changed, remind yourself and your children that the most important things in their lives are still there: your love and support. Reassure them that you are still a family and will get through this together as a family.

Signs of stress in children may include changes in physical, behavioral, and emotional functioning. Changes in eating and sleeping patterns, as well as physical complaints such as headaches and stomachaches may occur. Children may have difficulty focusing and paying attention because they are preoccupied with stressful issues. Changes in behavior such as becoming withdrawn and irritable may occur. These problems may contribute to a decline in academic performance in school.

(Continued on the Back Page)

My School Psychologist

NEWSLETTER FROM YOUR SCHOOL PSYCHOLOGIST


What is a School Psychologist?

School psychologists are mental health professionals who help children and adolescents overcome barriers to success in school, at home, and in life. We collaborate with school staff, parents, and other professionals to develop strategies that enhance learning environments and promote success for all students.

School psychologists provide a range of services including the following:

- Consultation with school staff and parents to provide effective interventions for learning and behavior problems.
- Individual and group counseling to help resolve student problems that interfere with school performance.
- Direct training to students in social skills, anger management, and other essential life skills.
- Identification of learning strengths and areas in need of intervention, and assessment of social-emotional development and school related adjustment.
- Behavior assessment leading to an intervention plan.
- Training to school staff and parents on a variety of educational and mental health issues.
- Assistance to families in accessing community resources.
- Implementation of programs that improve our schools and promote safe, effective learning environments.
Create Your Own Webpage

Overview on Creating Your Own Webpage

Creating Your Own Website: Insights From the Field

Downloadable Files for Web Posting

To save the links below as HTML files for your website, please follow these steps:

- Right-click on the link and choose “Save Target As” (Internet Explorer) or “Save Link As” (Firefox).
- When the “Save As” dialog box opens, select “All Files” from the “Save As Type” menu at the bottom of the box.
- Navigate to the folder where you wish to store your file.
- Type “xxxx.html” in the “File Name” box, without the quotes; replace xxxx with the file name of your choice (no spaces in the name, please).
- Click “Save.” You should now have an HTML file in your folder; open it in your browser to test it.

- Helping Children Transition into Kindergarten
- Transitioning from Elementary to Middle School
- Positive Behavior Intervention and Supports (PBIS)
- Mood Disorders
- Talking to Children About Violence
- Cyberbullying
- Back to School Transitions
- Helping Your Child Succeed Through Positive Behavioral Supports (PBIS)
- Stress in Children: Tips for Parents
- Bullying: Not Just Kids Being Kids
- Home-School Conferences
- Good Social Skills Improve Learning and Safety
- Building Resilience in Your Child
- Who Are School Psychologists?
- Response to Intervention
- Play: Your Child’s Key to Learning

School Psychology Awareness

- School Psychology Awareness Week is November 12-16, 2012.
  - Theme: “Know Your Own Strengths. Discover them. Share them. Celebrate them.”
  - Possibilities in Action Partners colleague recognition program
  - Student POWER Award recognition program.
  - Gratitude Works Program

www.nasponline.org/communications
Action Request
(You need *and* offer something.)

- **Need (examples)**
  - Protect role/positions.
  - Program support or implementation.
  - Reallocation of funding for new or expanded programs.

- **Offer (advocacy through action)**
  - Improved collaboration/realignment of support services.
  - Crisis support for students and teachers.
  - Participate in planning/program design.
  - Conduct needs assessment/data collection and evaluation.
  - Conduct in-service training.
“Crisis Management” Goals

- Professional crisis
  » proposed cuts to school psychologist positions
- Legislative crisis
  » change in Medicaid rules excluding SPs from billing
- Public relations crisis
  » bad press coverage, editorial
- Crisis involving school, district, or community
  » school shooting, suicides, natural disasters, etc.
- Integrated part of response; rapid response; regular communications with “home base”; designated spokesperson; media (proactive, provide experts, materials, op-eds).
Time for a Chat….

ELEVATOR CHAT 3

What are some examples of proactive outreach and action request tactics that you have seen used in schools? (5 minutes)
The Cowan Interrogation Technique

• Imagine this….

» You have a great idea about something related to school psychology.

» You venture into Kathy Cowan’s office (NASP Director of Communications) and share your idea.

» Here’s the *warm* response you receive:

  • So what?
  • Who cares?
  • Why does *that* matter?
  • What’s the most important thing for people to know?
  • What do you want people to do about it?
In other words the…

- Why
- What
- WOW!

…factors.
EFFECTIVE MESSAGE STRUCTURE

Problem statement
Action/solution
Benefits

Easy for People to Grasp

Benefit

Action

Problem
Complete Message Example

- **Problem**: Students are falling behind in the middle-to-high school math curriculum because they aren’t passing Algebra I.
- **Action**: Examining student data will help us identify places in the curriculum where students are getting lost.
- **Benefit**: I can work with teachers to adjust instruction to better engage students and improve their comprehension.
Example Problem Messages

• 20% of our students are failing Algebra I on the first try; 13% fail the second time. Passing Algebra I, is required for graduation.

• We need to look at how student supports and changes in instruction can make a difference.
Example Solution Messages

• I’d like to offer to meet with the math team to help review student assessment and instructional practices.

• I can help look at the 8th and 9th grade curriculum to see if there are patterns related to specific content and assessment results.

• I am happy to do classroom observations to help the teachers identify strategies to engage the students in the content.
Example Benefits Messages

• By helping teachers better understand their student data, they can adjust their instruction to meet the needs of individual students and of the class as a whole.

• Progress monitoring will enable us to know if strategies are working on an ongoing basis and then to make useful adjustments.

• Students will learn and achieve better.
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 help educators reduce behavior problems and improve classroom and school climate so that all students can learn.
   - We held and support the success of prevention and early intervention initiatives such as PBIS and RTI.
   - We are uniquely trained to identify, evaluate, link, and intervene with

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 work with teachers to individualize instruction and monitor student progress to improve behavior and learning.
   - We can help administrators

3. Improve school outcomes by supporting your school psychologists’ comprehensive role.
   - 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
Overarching Message

• What you want decision makers to understand:
  » We support teachers’ ability to teach and students’ ability to learn.
  » We are a ready resource to help all students achieve their best.

• What you want decision makers to do:
  » Tap your school psychologist as a resource to help all students learn.
Core Messages

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

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

3. Improve school outcomes by supporting your school psychologists’ comprehensive role.
Communications Basics
Make It Easy for People

• Lead with the point (improved outcomes).
• Keep students at the center.
• Be relevant (know your audience).
• Be concise.
• Use audience appropriate language.
• Avoid acronyms/technical language.
• Use bullets to the extent possible.
• Resonate.
Resonate

- Appeal to emotion as well as intellect.
- Use “social math,” not just statistics.
- Put a “face” on the issue. Tell stories, not just facts.
- 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:

<table>
<thead>
<tr>
<th>Behavior Description</th>
<th>YRBSS 2003*</th>
<th>Middle School Survey 2003**</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Seriously considered attempting suicide</td>
<td>16.9</td>
<td>20.6</td>
</tr>
<tr>
<td>2. Made a specific plan</td>
<td>16.5</td>
<td>13.4</td>
</tr>
<tr>
<td>3. Made an attempt</td>
<td>8.5</td>
<td>9.7</td>
</tr>
<tr>
<td>4. Made an attempt requiring medical attention</td>
<td>2.9</td>
<td>—</td>
</tr>
</tbody>
</table>

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.

Lieberman, Poland & Cassel, 2006
Facts Versus ...

Children who are bullied or ostracized can suffer serious emotional and academic difficulties.
… Personal Stories

“A student who had been bullied once asked me, “Do you know what it is like to feel that you are hated by everyone the first day you enter kindergarten?” This young man had composed a journal filled with his dark and sad reflections on life. The last page was filled with one phrase repeated again and again: “I decide who lives and who dies.” Luckily, there is good news with this young man. Through significant emotional support and alternative strategies for education, he graduated last year. He hugged me on graduation day, thanking me for believing in him. He told me that his greatest joy was not in graduating, but in the fact that his mother hugged him, telling him how proud she felt.”

--John Kelly, U.S. Senate Briefing Testimony, 2006
When they get it, they really get it.

“I am extremely fortunate to have the opportunity to work with a true child advocate in our school psychologist, Dr. Terry Molony. Dr. T., as I call her, is an integral part of our school leadership team. Terry interacts with our student population on a regular basis to provide the academic, behavioral, and emotional support that our students need. She is quick to offer guidance and support to our faculty as well. She is the guiding force behind our school wide PBIS program, our school’s pilot of the RTI process, and the newly formed positive psychology club.”

—Kwame Morton, MSEd, Principal, Cherry Hill Public Schools, NJ, Congressional briefing on school climate, November 10, 2009
REMEMBER.....
Effective communication is *responsive to*:

Emerging and priority situations

Knowledge needs of individual audiences
Grassroots Advocacy and the Legislative Process
Grassroots Advocacy Topics

- Understanding the basics of advocacy
- Building an advocacy agenda
- Building “grassroots” capacity for advocacy
- Engaging in Advocacy
Advocacy is a Professional Ethical Responsibility.

• Definition of Terms: Advocacy
  » School psychologists have a special obligation to speak up for the rights and welfare of students and families, and to provide a voice to clients who cannot or do not wish to speak for themselves.

• Introduction
  » Advocate for the qualification and practices of school psychologists
  » Advocate for Students

• Standard II.4.9
  » Advocate for the proper storage and disposal of records

• Standard IV.1.2
  » Advocate for policies and practices that are in the best interests of children and respect and protect their legal rights
“Why do YOU need to advocate?”

• There are **535 voting members** of Congress
• There are over **4.5 million teachers** who are members of the NEA and the AFT combined.
• If only 10% of NEA/AFT members contacted their elected officials, there would be an average of **421 contacts** per member of Congress.
• There are **24,000 NASP members**. If only 10% of NASP members contact their elected officials, there would be an average of **5 contacts** per member of Congress regarding the issues important to school psychologists.
• **Why should a Congressman care about our issues if he’s only going to have 5 of us knocking on his door?**
What is ADVOCACY?

- Advocacy is the "act of **pleading** or **arguing in favor of** something, such as a cause, idea, or policy." (American Heritage Dictionary, 2003)
- Key issues:
  - Pleading
  - Arguing
  - Taking a position for or against
Levels of Advocacy

Micro Level:

• Advocating for *individuals* in a system
  » Examples: Speaking up for a student in a disciplinary hearing; helping a parent understand their son/daughter better
  » Focus: Practices

Macro Level:

• Advocating for *groups* in a system
  » Examples: Presenting to the school board in order to preserve school psych positions; working with an elected official to get a bill passed authorizing a new grant program, public policy
The “Legislative Process” is Really…

at least three different types of policy formation…

» Long term policy formulation
» Short term policy formulation
» Policy promotion

• The role of outside expertise differs for each of these processes

Reference: Jon Miles. Searchlight Consulting (2007) email: searchlightjcm@yahoo.com
Cash Cab: “Red Light Challenge”

In 30 seconds, list the “top 10” critical issues that leaders need to address as advocacy priorities in your state.

http://www.youtube.com/watch?v=IH1nuyoAYJU
The 3 Major Parts to an Advocacy Agenda:

Knowing
Preparing
Doing
What is involved in advocacy?

- **KNOWING & PLANNING**
  - Knowing *what* you believe
  - Knowing *why* you believe something
  - Knowing *why it matters* to you and should matter to someone else
  - Knowing *what you want to do* about it

- **DOING**
  - Crafting your associated message(s) and “ask for(s)”
  - Developing a strategic plan for action
  - Engaging in purposeful actions
Building an Advocacy Agenda

The “Knowing” Stage
Building an Advocacy Agenda

- What are the core beliefs that drive you?
- What are the concerns?
- Are these shared beliefs and concerns?
- What are the most important messages associated with these issues?
- Who else cares about these issues?
The NASP GPR Committee promotes professional practices, legislation, and policies that support the educational, health, and mental health needs of children and families, and the profession of school psychology.
To be successful…
NASP advocacy efforts depend on YOU!

Specifically, NASP needs…
• Individuals who are willing to build relationships and advocate with state and local administrators and elected officials
• Strong and effective relationships among individual advocates, local SP organizations, state leaders, SPAN contacts, NASP GPR committee members and NASP Leadership and Staff.
• Coalitions of state leaders willing to collaboratively work towards shared interests and agendas
Building the Grassroots Capacity for Advocacy

Preparing for the “Doing” Stage
The “doing” stage is dependent upon a few BIG things:

1. Establishing leadership for advocacy
   - Building a GPR team with the right people who have a shared vision, mission, and purpose

2. Setting up communication and advocacy networks

3. Developing advocacy skills

4. Doing something that matters
Effective State or Local Advocacy Committees: Characteristics

- Vision
- Connected to state leadership
- Long term sustainability
- Commit financial resources to advocacy
- Clear and consistent agenda
Effective State and Local Advocacy Committees: Action Steps

• Choose a chairperson
• Choose committee members, and recruit younger and diverse members
• Establish a clear vision or mission statement
• Develop a specific and time-sensitive legislative or public policy agenda. Stay focused.
• Review agenda and evaluate progress regularly
Effective State and Local Advocacy Committees: Action Steps

- Clarify advocacy messages
- Create an effective communication system capable of responding rapidly to issues
- Set up an information sharing system with state association leadership and members
- Build relationships with advocates and related professionals
- Join pertinent coalitions
- Get to work!
Desired Personal Characteristics of Committee Members

- Knowledge about comprehensive role of School Psychology practice
- Engaged with committee and willing to follow through
- Interpersonal communication skills (oral and written)
- Enthusiastic and action oriented
- Knowledgeable about or willing to learn the legislative process
- Willingness to reach out and engage elected officials and staff
- Diversity of experience and background
Building Professional Relationships

- Identify and reach out to key stakeholders and allies
- Emphasize the strengths of each group
- Keep the focus upon outcomes for kids and families
- Avoid whining, complaining, or competing with each other
Building Professional Relationships

• Share articles, materials, and resources
• Cosponsor advocacy experiences (e.g. Hill day, briefings, letters of support)
• Cosponsor trainings and workshops
• Write “white papers” or policy reports together
• Recognize and be sensitive to turf issues
Avoid “turf battles” that others need to mediate.
Enhancing State and Local Capacity

• Join your local and state leadership organizations
• Coordinate activities and assist them with their efforts.
• Consider becoming a SPAN contact
• Offer to participate in or provide advocacy training
• Develop a grassroots email tree (state and local)
• Disseminate advocacy tips in state/local newsletters or via email
• Encourage people to use the NASP Advocacy Action Center and any similar state tool
State/National GPR Coordination

• Establish and maintain strong linkages with the NASP GPR Committee and staff
• Follow through with requests from NASP for local advocacy
• Know your Regional Coordinator.
• State leadership appoints a State SPAN Contact
• Use national GPR NASP awards as a way to recognize efforts of grassroots advocates and elected officials
• Utilize GPR state assistance (consultation and trainings) for policy and professional advocacy
• Utilize ATS state assistance for state organizational leadership capacity building
Engaging in Advocacy

The “Doing” Stage
Key Activities in the “Doing” Stage

- Communicate with members, administrators, and elected officials
  - Personal Visits
  - Emails, letters, faxes
  - Phone calls
- Actively participate in coalitions with allies
- Coordinate state/national efforts. Generate support for the issues
- Train and empower grassroots advocates
- Assist with the development of legislation or administrative policy
- Testify at hearings or present at board meetings
Communicating With Officials

• Prepare talking points and distribute handout/packet
• Try to make a personal connection
• **Listen. Listen. Listen!** Find out what issues your official is concerned about, and offer help if appropriate
• Tell them about specific services you provide and students you know who need or are benefiting from school psychological services
Communicating With Officials

• Invite officials to visit your school (Keep inviting them until they agree!)
  • Be sure they learn more about what you do and how students benefit
  • Seek administrative/district approval if outside officials are visiting
  • Nominate officials for GPR Special Friend of Children or Outstanding Advocate awards
  • If appropriate consider presenting them with a Possibility in Action Partner Award
• Organize and conduct communication campaigns, including email writing campaigns, telephone contacts
• Organize and conduct group visits (e.g., "Day at the Capitol", school board presentations) with officials
• Prepare sample policy (legislation, school board policies, etc.). Work for its introduction and passage.
Communicating With State or Elected Officials

- Prepare and offer written and/or oral testimony to those charged with preparing relevant legislation
- Develop and maintain accurate rosters of legislative and government officials
- Utilize the Advocacy Action Center to send letters on important issues
- Send a follow up “thank you” note to the person with whom you met or communicated with
Tips for Meetings With Officials

• In coordination with your state association or leadership team, request a meeting with your officials working in your state’s general assembly or school board
• Set up meetings by email and phone
• Consider the state legislative or school calendar
• Don’t be discouraged if you are only able to get a meeting with an aide
• Make visits to local and state offices
• Town hall meetings or other public meetings
Tips for Calling Elected Officials

• Calling congressional legislators or state administrators can take as little as one minute and can have greater impact than email.

• Know what you are going to say (your message) in advance. Be brief, clear, and concise.

• Identify your federal elected officials at http://capwiz.com/naspweb/dbq/official.

• Visit your state’s general assembly website or Department of Education to find contact information for local officials (in online PPI downloadable materials).
Tips for Written Communications

• Professional style
• State that you are a constituent or employee
• Start with your “ask for” (e.g. support or opposition to specific policy)
• Develop with 2-3 supporting points
• Offer to assist future efforts
• Thank them for their time & service
Tips for Testifying on Behalf of a Bill or Policy

• Check agenda and rules for presenting at public meetings
• Coordinate testimony with your state association or leadership team
• Arrive at designated meeting room early before the hearing/meeting begins. On-site sign-up may be required.
• You will typically have 3-5 minutes to offer oral comment.
• Typically, written testimony may be submitted and may be more lengthy than oral.
So what really makes school psychologists special?
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
Overarching Message

• What you want decision makers to understand:
  » We are a ready resource to help all students achieve their best.

• What you want decision makers to do:
  » Tap your school psychologist as a resource to help all students learn.
See the Gumby in you!
We do!
Advocacy & Communication Tools and Resources
NASP Materials and Resources

NASP Press Page:

NASP Advocacy Page:

NASP Research Summaries:
http://www.nasponline.org/advocacy/research.aspx

NASP Materials for Families and Educators:
http://www.nasponline.org/families/index.aspx
Best Materials

• What is a School Psychologist brochure
  » http://www.nasponline.org/resources/freepubs.aspx
  » Free copies and Downloadable Materials
  » Spanish version, Native American, SP Providing MH Services, Handouts,

• NASP Practice Model Website
  » http://www.nasponline.org/standards/practice-model/

• School Psychologists: Improving School and Student Outcomes
  » Research to Policy & Practice Summary
  » http://www.nasponline.org/advocacy/SP_Improving_Student_School_Outcomes_Final.pdf

• School Psychologists: A More Valuable Resource (Principal Leadership Magazine)
  » http://www.nasponline.org/resources/principals/PLNov10_schoolpsych.pdf
ADVOCATE!
Visit the NASP Advocacy webpage and Advocacy Action Center


- Become a part of the “1-Minute Solution” by sending an email letter to your elected official through the *Advocacy Action Center*

- Find your elected officials

- See how your elected officials voted
NASP Advocacy Roadmap: Promoting and Preserving School Psychology

http://www.nasponline.org/advocacy/psychservicesroadmap.aspx

• Contains resources that you can use to assess risk and determine a course of action that promotes school psychology. Includes tools and specific examples of professional advocacy in action.
GPR State Assistance

http://www.nasponline.org/advocacy/gpr.aspx

• Facilitate NASP GPR trainings in your state
• Request support for technical assistance
• Nominate state advocates and officials for awards
• Attend GPR and ATS Special Sessions at NASP conventions
Practice Model State Assessment

• NASP Practice Model State Assessment
  » http://www.nasponline.org/standards/practice-model/Model_State_Assessment.doc
  » Examines…
    • Current Role of the SP
    • Credentialing Practices
    • Promotion of School Psychology Practices
Practice Model Self-Assessment

Purpose:
• To assist individuals in evaluating their own professional development needs relative to the 10 domains of practice

Description:
• Online survey asking participants to rate how frequently and with what importance the 10 domains of practice are to their work
• Self-identify domains that reflect personal strength and challenges
• Provides immediate feedback to the user to help guide professional development selections

This is only the tip of the iceberg…
To explore further, contact:

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From the wise words of Winston Churchill….

“…The definition of a successful person is someone who can move from failure to failure without losing their enthusiasm.”

Welcome to Professional Advocacy!!
Final Questions or Comments?