NASP Advocacy Program Overview

GW/NASP Public Policy Institute
July 18, 2013; 4:00-7:00 p.m.

Stacy Skalski, NASP Director of Professional Policy & Practice
Kelly Vaillancourt, NASP Director of Government Relations
Kathy Cowan, NASP Director of Communications
Allison Miller, NASP Professional Relations Manager
Katie Eklund, Co-Chair, Government & Professional Relations

NASP Website: www.nasponline.org
Learning Objectives

Participants will learn:

• About NASP public policy governance and structure and the importance of advocacy in advancing our mission.
• Effective advocacy messaging and communications techniques.
• Grassroots advocacy skills including how to communicate with elected officials, methods for generating an effective advocacy campaign, and advocacy topics of interest to school psychologists.
Four Big “Take Aways” From Today

• You have the ability—and responsibility—to advocate for your role and services.

• Advocacy and communication may feel outside your comfort zone; you can do it.

• There are skills and strategies that contribute to effective professional advocacy and communication.

• NASP has resources that can help.

www.nasponline.org/communications
“If you are not at the table, you are on the menu…”

--Author Unknown
NASP Structure & Governance
About NASP

• NASP is the largest, most influential organization of school psychologists in the world.

• There are over 25,000 NASP members living in all 50 states, many U.S. territories, and 44 countries.
All children and youth thrive in school, at home, and throughout life.

VISION: How we want the world to be.
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: The center of what we do.

- Student focus
- Accountability
- Diversity
- Integrity
- Excellence
- Collaborative relationships
- Continuous improvement
- Visionary leadership
- Advocacy
NASP’s ROLE

Publications and Resources

Leadership and Advocacy

Professional Identity

Professional Standards & Ethics

Professional Development
Vision
Mission
Core Values & Priorities

Strategic Plan: Develop Adopt Implement

Professional Practice & Policy Leadership
Organizational Management

Program Areas: Advocacy Information Services Professional Development Professional Standards

Executive Council Delegate Assembly Workgroups Staff

Members

Organizational Structure
Overview of NASP
Advocacy & Public Policy
Advocacy as a Core Value

Embracing Advocacy and Public Policy as a Core Value

BY ANASTASIA KALAMAROS SKALSKI
Overview of NASP Public Policy

- Research & Evaluation
- Legislation, Statutes, & Regulations
- Professional Relations & Communications
- Grassroots Advocacy
- Professional Development
- Member & State Assistance

Policy Foundations, Strategic Plan & Mission
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
A Three-Legged Stool

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

Instructional Component

Learning Supports Component

Management Component
Model of Comprehensive and Integrated School Psychological Services (NASP, 2010)
A Practice Model Provides...

• an organized and coherent framework to advocate for and communicate about school psychological services.

• a concrete tool for advocating for roles and job preservation.

• direction for excellence in delivery of services.

• guidance for continuing professional development.

• promotion for consistency of practice by delineating what services might reasonably be expected to be available from school psychologists.
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

**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
What impacts ratios?

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

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.
The WHAT and WHY of Advocacy
What is ADVOCACY?

• *Advocacy is the "act of pleading or arguing in favor of something, such as a cause, idea, or policy."

• *Key issues:*
  » Pleading
  » Arguing
  » Taking a position for or against
Types of Advocacy Important to School Psychologists

• Professional
  » Helping people know who you are, what you do, and why it matters.

• Legislative
  » Helping policy makers understand school psychology and infuse us and our services into law and regulation so that it helps students and schools.
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.
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
“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 **25,000 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?**
The Advocacy Equation

Leadership + Communication = Process + Inspiration = Effective Advocacy
The Essence of Leadership
Effective leaders build sustainable movements.
Leadership, Change, and Inspiration

Leadership Lessons from Dancing Guy
by Derek Sivers
sivers.org/ff
A successful movement is dependent upon having an ethical, visionary leader and courageous followers.
What do people say about leadership?

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

--Author unknown
Effective Communication
Effective communication is essential to effective leadership and advocacy.
How do people know what you are doing and why it matters?
We need to make the case for ourselves.

*No one else will make it for us.*
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?
The Process

Leadership + Communication = Process + Inspiration

Effective Advocacy
The Process: Knowing, Planning, Doing

1. Assess Situation
2. Identify Stakeholders
3. Craft Messages
4. Select Strategies
5. Implement
6. Evaluate

Effective Communications and Advocacy Planning

Participant Engagement

Stakeholder Buy-In

Desired Outcomes
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.
1. Assess the Situation
(Knowing)
Assess Situation

• What are the driving priorities/challenges for your district?
• What is your objective?
• What are potential opportunities?
• What are the obstacles?
• What is your timeframe?
• What are your available resources?
• Who else cares about this issue?

TIP: Identify and collect data that will help make your case.
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 an annual award from the state Association of School Psychologists this weekend. The award recognizes “the outstanding contributions of school psychologists toward the improvement of the psychological well-being of students.”

“We appreciate the recognition,” said Belgrade School Superintendent Bill Whisenand. “School psychologists are an integral part of the school district and are key players in our students’ development. This is a well-deserved recognition for Marshall.”
I'm a school PSYCHOLOGIST, not a counselor, DAMNIT!

WALL

Write something...

Attach:  

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 9:25am  

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  

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  

Laura Jacobs Sanders

love it! I just explained this 2 times today.

February 4 at 9:29pm  

Andie Hill

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

January 17 at 2:02pm  

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 complete way to a vast number of visitors.

Happy New Year!!!

January 2 at 3:55am  

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 avoids certain misconceptions about the term "Educational Counselor."
2. Identify Your Stakeholders (Knowing)
Identify Your Stakeholders

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

• Internal communications facilitates DOING.

• External communications facilitates SUPPORTING.

• **They must work together.**
Know Your Stakeholders’

Risks/Concerns

Goals/Hopes
Building Relationships

- Consider and reach out to key stakeholders and allies as genuine partners
- Emphasize the strengths of each group
- Mention the collaborative work with each other when talking publicly
- Keep the focus upon outcomes for kids and families
- Avoid whining, complaining, or competing with each other
Avoid “turf battles” that others need to mediate.
Table Talk

Identity potential internal and external stakeholders that could help you advance an agenda.

Who may be your opponents?
3. Craft Messages (Planning)
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

- Benefit
  - Easy for People to Grasp

- Action
  - NASP

- Problem
Complete Message Example

• **Problem:** Student office referrals for interpersonal conflicts are on the rise.

• **Action:** Examining student data will help identify settings and situations where conflicts are occurring and which students are having the most difficulty.

• **Benefit:** I can work with students to teach conflict resolution skills and work with teachers to respond to students in a way that de-escalates problems.
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.

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<td>In the effort to raise achievement for ALL students, your school psychologist is a potentially untapped resource.</td>
<td>School psychologists help educators and families use data and evidenced-based approaches to improve teaching and learning.</td>
<td>Improve school outcomes by supporting your school psychologists’ comprehensive role.</td>
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- We are uniquely trained to identify, evaluate, connect, and provide supports for students’ academic, cognitive, social-emotional, and mental health problems.
- We are experts in the use and evaluation of data to identify strategies that improve student, classroom, and school outcomes.
- 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.
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.
4 & 5. Identify and Implement Effective Strategies (Planning & Doing)
Three Types of Strategic Communications & Advocacy

- **Crisis Management**
- **Action Request**
- **Proactive Communications**

- **Crisis**
  - Urgent/in the moment
- **Targeted**
  - Resolving a problem
- **Universal**
  - Sharing information

Sharing information

Urgent/in the moment

Resolving a problem

Sharing information
Effective Communications

- Starts with proactive outreach.

- Proactive outreach promotes “Action Requests”.

- Anticipates and facilitates crisis communications needs.
Proactive Outreach

• 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.
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)

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 (PBS)
- 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

- What did you do to celebrate School Psychology Awareness Week?
  - Annually the 2nd week of November
  - Theme: “We’re All In! Teams Work.”
  - Possibilities in Action Partners colleague recognition program
  - Student POWER Award recognition program.
  - Gratitude Works Program

[Link: www.nasponline.org/communications]
www.braverytips.org

Braverytips.org is a website developed by the National Association of School Psychologists (NASP) and the National Council for Behavioral Health (National Council) for youth and those who work with youth, providing tips for bravery, local mental health resources, and information about volunteering.

Be Brave
know your strengths

Act Brave
share your strengths

Stay Brave
build your strengths
Advocacy Through Action

1. Take off your stealth mask. Be visible:
   » Touch base with your principal on a regular basis
   » Participate in school and district initiatives
   » Attend staff meetings, staff development, and PTA meetings.
   » Volunteer for school and district level committees
Advocacy Through Action

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

3. Show me the data!
   » Offer to help review school-wide data.
   » Help teachers collect and analyze data.
   » Facilitate data chats.
   » Show how data are integral to school reform efforts.
   » Think broadly about how your data expertise can help you get to the table.
Advocacy Through Action

4. Build Professional Relationships

• Meet with key stakeholders.
• Share materials and resources.
• Cosponsor trainings and workshops.
• Recognize and be sensitive to turf issues.

5. Share your expertise.

• Suggest policy and practice improvements
• Research topics of importance to effective school leadership. Share with your principal.
• Help schools analyze data and make data based decisions.
Action Request

• **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.
Key Advocacy Activities: Action Request

- Communicate with members, administrators, and elected officials.
- 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.
Enhancing State and Local Capacity

- Join your local and state leadership organizations.
- Coordinate activities and assist them with their efforts.
- Consider becoming a School Psychology Action Network (SPAN) state 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.
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).
Resources Related to Sandy Hook & School Safety

On behalf of our 25,000 members, the National Association of School Psychologists (NASP) joins the nation in expressing our sadness and shock at the horrific events at Sandy Hook Elementary School in Newtown, CT. Our thoughts and prayers go out to everyone affected by this heartbreaking tragedy. Read our full statement.

Our challenge as a country is to enact evidence-based policies and practices that will continue to reinforce school safety, student wellness, and learning. NASP offers the following guidelines and resources for educators, families and policymakers.

Read NASP's Comprehensive School Safety Recommendations.

Read our statement NASP Cautions Against Increased Armed Security to Address School Safety.

Read our statement NASP Calls for Comprehensive School Safety Policies.

Read our statement Stigmatizing Mental Health and Developmental Disorders Is Harmful.

Additional Resources

- Conducting Crisis Exercises and Drills: Guidelines for Schools
- Research on School Security: The Impact of Security Measures on Students
- Youth Gun Violence Fact Sheet
- Tips for Teachers and Parents Following School and Community Violence
  A brief PowerPoint presentation on key talking points.
- Helping Children Cope With Crisis: Care for Caregivers
- Talking to Children About Violence: Tips for Parents and Teachers
  English | Spanish | Korean | Vietnamese | French | Amharic | Chinese | Portuguese | Somali | Arabic | Kurdish
- Tips for School Administrators for Reinforcing School Safety
- Coping With Crisis: Tips for Parents and Educators
- Coping With Crisis: Helping Children With Special Needs
Table Talk

What are some examples of proactive outreach and action request tactics that you have seen used in schools?
6. Evaluate (Doing)
Evaluating Implementation

• Identify measurable outcomes.
  » How will you define success?

• Periodically collect data.

• Monitor progress towards measurable outcomes.
Communicating Results

• How will you communicate outcomes
  » To whom (internal and external)
  » When (ongoing or cumulative)
• How will you communicate next steps?
• How will you adjust your strategies to improve effectiveness?
Remember.... the Basic Fundamentals of Communication
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:

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<th>YRBSS 2003*</th>
<th>Middle School Survey 2003**</th>
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<td>1. Seriously considered attempting suicide</td>
<td>16.9</td>
<td>20.6</td>
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<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>
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<tr>
<td>4. Made an attempt requiring medical attention</td>
<td>2.9</td>
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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
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
Working With Elected 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 to help if appropriate.
- Personalize your Story/Put a “face” on every issue
- Invite elected officials to visit your school (Be sure and get permission.)
- Offer to assist in writing and reviewing proposed testimony
- Recognize the accomplishments of elected officials
- Thank them for their time and service.
Influencing Elected Officials

- Organize and conduct communication/advocacy campaigns
- Organize group advocacy days (e.g., "Day at the Capital", school board presentations) with officials.
- Prepare sample policy (legislation, school board policies, etc.)
- Work closely with elected officials who sponsor your bills from bill development to introduction and passage. Be a resource!
- Utilize the NASP Advocacy in Action Center
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.


• Visit your state’s general assembly website or Department of Education to find contact information for local officials.
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.
REMEMBER.....
Effective communication & advocacy are *responsive* to:

Emerging and priority situations

Knowledge needs of individual audiences
Applying the Process to Advance YOUR Advocacy Agenda
Building the Advocacy Agenda

• KNOWING: Assess the Situation & Identify your Stakeholders
  » Know what you believe
  » Know why it matters to you and should matter to someone else
  » Know what you want to do about it
  » Know who (with influence) cares about your issue

• PLANNING: Craft Messages and Select your Strategies
  • Develop a strategic plan for action
  • Develop your key messages and “ask for(s)”
  • Develop supporting materials and handouts
  • Organize your “troops”

• DOING: Implement & Evaluate
  » Engage in purposeful actions targeting people with influence
  » Practice the “Three Ps”: patient, polite and persistent
KNOWING

• What
  » Your key messages and ask fors

• Why
  » The problem you want to solve and the costs of not solving it

• Who
  » Your champions (sponsors/co-sponsors)
  » Your allies (coalitions)
  » Your opponents (other advocates)
PLANNING

1. Establish leadership for advocacy
   - Build a GPR team with the right people
   - Allocate a budget to support the advocacy activities

2. Set up communication and advocacy networks
   - Grassroots advocacy networks
   - Targeting people with influence
   - Calls to action
   - Progress reports

3. Develop your advocacy skills
   - Offer advocacy trainings to leaders and members
   - Provide access to existing trainings (convention, regional meetings, PPI, online learning center)
4. Develop your advocacy plan and materials
   • Training the troops
   • Developing support materials

5. Do something that matters
   • Does your agenda promote and preserve school psychologists and school psychological services?
   • Is your agenda good for kids and schools?
# Action Plan

State:  
Participants:  
Goal #1: 

<table>
<thead>
<tr>
<th>Activities</th>
<th>Timeline</th>
<th>Who is responsible?</th>
<th>Resources Needed</th>
<th>Allied Groups</th>
<th>Anticipated Outcomes</th>
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DOING-Implement

1. Identify members of the legislative committee (example: education committee members) who may be potential champions.

2. Communicate with these legislators
   • Meet face to face
   • Phone calls
   • Letters/Emails

3. Identify potential opponents.

4. Communicate with these legislators/stakeholders.
   • Share your key messages
   • Ask if they can support. If not, ask why. LISTEN and LEARN.

5. Rework your messages and “ask for” (as appropriate) to address opponents concerns.
DOING: Evaluate

1. Assess progress towards your objectives
2. Did you engage the right stakeholders?
   • Are there additional allies you can contact
3. Evaluate your key messages
   • Which were most effective?
   • Which need revision?
4. Evaluate your strategies
   • What was most effective?
   • What was least effective?
   • Based on progress towards your goals, what are new strategies to implement?
Inspiration

Leadership + Communication = Process + Inspiration

= Effective Advocacy
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.
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!
...And help the world see the Gumby in you, too.

Now is the time for Advocacy in Action!

"I never worry about action, but only inaction."

Winston Churchill
Advocacy & Communication Tools and Resources
NASP GPR Committee is Here for YOU!

- Regional representatives to support you
- Advocacy materials and roadmaps
- State Trainings
- Technical Assistance
- NASP GPR Awards
  - Special Friends of Children
  - Outstanding Advocate
  - Certificates of Appreciation
- Convention sessions
- Public Policy Institute
NASP GPR Policy Agenda

• 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
NASP Advocacy Efforts Depend on YOU! 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
NASP Materials and Resources

NASP Communications Resources:
http://www.nasponline.org/communications/index.aspx

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
Examples of Best Materials

• What is a School Psychologist brochure
  » http://www.nasponline.org/resources/freepubs.aspx

• 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
  » http://www.nasponline.org/resources/principals/PLNov10_schoolpsych.pdf

• Embracing Advocacy & Public Policy as a Core Value

• What Makes a School Psychologist a School Psychologist?
Visit the NASP 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
NASP Advocacy Roadmap: Promoting and Preserving School Psychology

http://www.nasponline.org/advocacy/psychservice sroadmap.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.
NASP Practice Model Assessments

• **Self-Assessments**
  » assist individuals in evaluating their own professional development needs relative to the 10 domains of practice
  » versions for supervisors, graduates educators and students as well

• **State Assessment**
  » [http://www.nasponline.org/standards/practice-model/Model_State_Assessment.doc](http://www.nasponline.org/standards/practice-model/Model_State_Assessment.doc)
  » Examines current roles of SPs in state, credentialing practices, promotion of SP practices
GPR State Assistance

- 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
Just the tip of the iceberg...
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Final Questions or Comments?