NASP Advocacy Program Overview

GW/ NASP 2011 Public Policy Institute
July 6, 2011  5:00-8:00pm
Stacy Skalski, NASP Director of Public Policy
Kathy Cowan, NASP Director of Communications
Sally Baas, GPR Co-Chair
GPR Regional Facilitators

NASP Website: www.nasponline.org
Topics

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

- **Mission**: NASP represents school psychology and supports school psychologists to enhance the learning and mental health of all children and youth.

- **NASP Tag**: *Helping children achieve their best. In school. At home. In life.*

- **Goals**:
  - Professional Competency
  - Advocacy
  - Diversity
  - Member Services
  - Operational Excellence
  - External Communications & Professional Relations
NASP Provides Our Profession

• A strong national voice on policy and legislation *(Advocacy)*
• Standards for training, practice, and ethics
• Professional publications and resources
• Professional development
• National professional credential *(NCSP)*
NASP Organizational Structure

NASP is largely made up of volunteers!
Advocacy Committees and Workgroups

- Child and Profession Position Statements
- GLBTQ
- Communications
- **Government and Professional Relations (GPR)**
- International
- Multicultural: African American, Asian American, Latino, Native American, Children in Transition
- National Emergency Assistance Team (NEAT)
- Respecialization
Overview of NASP
Public Policy
Strategic Plan Goal: Advocacy

• Advocate for the value of school psychological services and for appropriate research based education and mental health services for all children, youth and families.

Policy Foundations

• Ready to Learn, Empowered to Teach
• Standards & Ethics for Training and Practice
  » NASP Practice Model
• NASP Position Papers
• Framework for Advocacy
Ready to Learn, Empowered to Teach

Ready to Learn, Empowered to Teach: Guiding Principles

• Combine high expectations for achievement with appropriate individualized instruction across curricula that reflect the knowledge and skills required to succeed in the 21st century and that provide truly equal educational opportunities for all students.

• Provide sufficient student support services to meet the needs of the whole child in order to promote healthy learning and development.
Ready to Learn, Empowered to Teach: Guiding Principles, continued

- Expand accountability systems to reflect a comprehensive picture of students’ and schools’ performance rather than relying primarily on high-stakes testing.
- Build the capacity for instructional excellence that empowers teachers to teach creatively and effectively.
- Provide federal leadership that facilitates evidence-based practice and well-coordinated, fully funded federal policies.
NASP Position Papers

http://www.nasponline.org/about_nasp/position_paper.aspx

• Currently 27 statements dealing with a variety of issues (assessment, intervention, collaboration, HIV/AIDS students, harassment, etc.)

• Five year updating cycle

• Child and Profession Committee reviews and edits

• Delegate Assembly reviews, edits, and approves

• Any person can suggest topics for papers—Contact your NASP delegate
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
White Papers: UCLA-NASP Tackle “The Big Picture”

- To achieve the mission and purpose of schools and effective school reform, school leaders must find and promote a balance between policies and practices across three major components:
  - Instruction
  - Management & Governance
  - Learning Supports


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
Research and Evaluation

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

• Research Reviews
  » Online summaries

• Talking points
  » Professional Advocacy
  » Legislative Findings

• Workforce Data Collection
  » School Psychology Ratio
  » Member Survey

• Issue Surveying
  » e.g. trainer survey for Increased Student Achievement through Increased Student Support

• Program Evaluation
  » e.g. Advocacy Action Center Usage Statistics
Legislation, Statutes & Regulations

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

• Assisting in the development of legislation specifically addressing school psychology, school psychologists or school psych services
• Promoting introduced legislation that benefits kids and the profession
• Analyzing how laws and regulations can be improved to benefit School Psychology
Professional Relations & External Communications

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

• Coalitions and Collaborations
• Developing shared resources and materials
  » Examples: Fishful Thinking, Stop Bullying Now, NEA Disproportionality Guide, NEA/AFT/NASP RTI Online Course, NASSP Column and more!
• NASP Principal Awareness Campaign
• NASP Model for Comprehensive Integrated SP Services (NASP Practice Model)
• Communicating key messages to policy makers
• School Psychology Awareness Week
• Community linkages
Professional Development

- Annual Public Policy Institute
- Summer Conferences
- Convention Sessions
- Communiqué Columns: *Advocacy in Action, Communication Matters, IDEA in Practice*
- State Convention Speakers
- GPR State Trainings and Technical Assistance (upon request)
- Other Online Resources: blogs, podcasts, webinars
National, State, and Local Advocacy Priorities
Major Public Policy Issues in Education

• International Competition
  » The U.S. now ranks 12th out of 36 developed countries in “college completion” rates. This is a category the U.S. has dominated for decades.

• Drop out factories
  » 2000 schools in America produce about 50% of drop outs

• Weak economy/budget crises
  » Leading to layoffs across the country
  » Federal budget outlook

• Federal mandates
  » Not fully funded and put pressure on state budgets

• Changes in Leadership in Congress
  » Shifting priorities. Increased attention on charter schools, vouchers, merit pay, and value added assessments
The SP 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
The Education Climate Outlook: Funding

» House of Representatives FY 2011 Continuing Resolution
  • Funding education program eliminations and cuts
  • IDEA Funding

» President’s Proposed Education Budget (Released Feb. 14, 2010)
  • DOE Consolidation Priorities
The Advocacy Horizon: NASP Priorities—Federal Legislation

• Reauthorization of ESEA/NCLB
  • Preserving the priorities of the ESSCP including updating our ratio and preserving our definition
  • Advancing school mental health supports (comprehensive continuum of services)
  • Including language aligned with the Increased Student Achievement through Increased Student Support Act
  • Including language that advances the role of school psychologists and school psychological services supporting positive school climates, RTI, PBIS, social emotional learning
  • Advancing the NASP ESEA/NCLB priorities
The Advocacy Horizon: NASP Priorities—Federal Legislation, continued

- Reauthorization of IDEA (Due in 2011!!)
  - Advocacy for appropriate identification and programming for children with disabilities
  - Clarification of the relationship between RTI process and “sufficiently comprehensive evaluations”
  - Expanding RTI process as first step for examining all student needs
  - Clarification of the definition and services for students with emotional and behavioral disabilities
  - Promote more connections between ESEA and IDEA
The Advocacy Horizon: NASP Priorities—National Perceptions

- Recognition of the special expertise of school psychologists and the importance of our work for school improvement & student success
  - School mental health and social-emotional learning
  - School climate and school safety (prevention & response)
  - Data based decision making & school accountability
  - RTI Process and components
  - Special education evaluation, decision-making, planning, interventions, and consultation expertise
  - Collaborative partnerships between schools and communities
The Advocacy Horizon: NASP Priorities—State Level

- **Promoting and Preserving School Psychology**
  - Protecting TITLE and PRACTICE by promoting the new NASP Credentialing and Training standards as the minimum entry into the profession and recognizing the State Education Agencies authority to credential SP
  - Promoting the new Model of Comprehensive and Integrated School Psychological Services (NASP Practice Model)
  - Recognition for NASP programs and standards into all credentialing and practice language
  - Promoting state credentialing reciprocity for those holding the NCSP
  - Advocating for NCSP Parity
  - Recognition of the value and importance of SP to student achievement
  - Protecting School Psychologists as eligible providers of Medicaid services in schools
ACADEMY/State Partnership (States defer to NCATE/NASP for program reviews)

AR, CT, DC, IL, NH, NY, OH, PA, PR, RI, SC, WV, WY, US Territories

Formally Recognizes NASP approved programs or graduate preparation standards in credentialing language

CA, NC, TN SC* (for private practice only)

AK, DE, HI, IA, MD, MA, OK, VT

AZ, CO, LA, MI, NV, NJ, TX, UT

Accepts NCSP as route to school based credential

AL, FL, IN, KY, MT, NM, OR, VA, WA

Idaho Kansas Missouri Nebraska Wisconsin
The Advocacy Horizon: NASP Priorities—Local Level

• *Promoting and Preserving School Psychology*
  
  » Engaging School Psychologist Practitioners in Advocacy for SP Services and Broad Role
    • Building grassroots advocacy of school psychologists
    • Provide materials, resources, and activities for school psychologists to use in their schools

  » Principal Awareness Campaign Efforts
    • Focus on building relationships between school psychologists and building administrators
    • Provide professional development/dialogues for SP & Principals to help build these relationships
    • Cosponsored events, articles/publications, and collaboratively developed resources with NAESP and NASSP
Model of Comprehensive and Integrated School Psychological Services (NASP, 2010)
ELEVATOR CHAT 1:

“Why do school psychologists need a model of practice?”
ELEVATOR CHAT Instructions

• Break into your regional groups and in 2 minutes, name the best reasons you can think of for why school psychologists need a practice model.
• Your answers should be short, sweet, and to the point.
• Share together 5 minutes.
• Regional coordinators are note takers.
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.
Using a “Model” Successfully

  

• Effects:
  
  » most states have adopted it as the standard for school counseling services
  
  » regularly referred to in state & federal policy dialogues
  
  » used at the state level to advocate successfully for their recommended ratio and roles (1:250)
  
  http://asca2.timberlakepublishing.com/files/Ratios07-08.pdf
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
Sept. 21, 2010: S. Res. 631

CONGRESSIONAL RECORD — SENATE

September 21, 2010

CONGRESSIONAL RECORD — SENATE


4. Parents: Frieda Etsen: (none); Irvin Etsen: (deceased).

5. Grandparents: All of my grandparents have been deceased for over 40 years.

6. Brothers and Spouses: Robert B. Etsen: (none); Steven H. Etsen: (none).

S. Res. 631. A bill to extend the National Flood Insurance Program until September 30, 2011; considered and passed.

By Mr. REID:

S. 386. A bill to amend the Internal Revenue Code of 1986 to reduce oil consumption and improve energy security, and for other purposes; read the first time.

By Mr. DURBIN (for himself, Mr. Reid, Mr. Schumer, and Mr. Durbin):

S. 386. A bill to extend the Internal Revenue Code of 1986 to create American jobs and to prevent the offshoring of such jobs overseas; read the first time.

By Mr. RENZI:

S. J. Res. 36. A joint resolution providing for congressional disapproval under chapter 8 of title 5, United States Code, of the rule relating to status as a grandfathered health plan under the Patient Protection and Affordable Care Act to the Committee on Health, Education, Labor, and Pension.

INTRODUCTION OF BILLS AND JOINT RESOLUTIONS

The following bills and joint resolutions were introduced, read the first and second times by unanimous consent, and referred as indicated:

By Mr. GILLIBRAND:

S. 390. A bill to amend the Consolidated Farm and Rural Development Act to expand eligibility for Farm Service Agency loans to the Committee on Agriculture, Nutrition, and Forestry.

By Mrs. GILLIBRAND:

S. 390. A bill to amend the Food Security Act of 1985 to require the Secretary of Agriculture to carry out a conservation program under which the Secretary shall make payments to assist owners and operators of mucky land to conserve and improve the soil, water, and wildlife resources of the land, to the Committee on Agriculture, Nutrition, and Forestry.

SUBMISSION OF CONCURRENT AND SENATE RESOLUTIONS

The following concurrent resolutions and Senate resolutions were read, and referred (or acted upon), as indicated:

By Mrs. LINCOLN (for herself, Mr. Cochran, Mr. Brown of Ohio, Mr. Bing, and Mr. Franko):

S. Res. 821. A resolution designating the week beginning on November 8, 2010, as National School Psychology Week; to the Committee on Health, Education, Labor, and Pension.

By Mr. REID (for himself and Mr. McConnell):

S. Res. 689. A resolution designating the week.
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. A school psychologist delivers services to children from birth to grade 12 who are eligible to be enrolled in educational and intermediate educational units, special education programs and approved private schools. 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.
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
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>
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<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>
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**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**
Professional Practices that Permeate all Aspects of Service Delivery

• Data-based decision making and accountability
  
  » Knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

Examples:

• Use problem solving frameworks
• Collect and review student progress data
• Analyze school improvement data
• Evaluate treatment fidelity
• Valid & Reliable Assessments
Professional Practices That Permeate All Aspects of Service Delivery

• Consultation and collaboration
  » Knowledge of varied models and strategies for consultation, collaboration, and communication applicable to individuals, families, groups, and systems, and methods to promote effective implementation of services.

Examples:

• Consult & collaborate with families, teachers, etc.

• Coordinate with community providers

• Work to advocate for needed change
Direct and Indirect Services for Children, Families and Schools

Student-Level Services

Interventions and instructional support to develop academic skills

- knowledge of biological, cultural, and social influences on academic skills; learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies

Examples

- Implement evidenced based interventions to improve student engagement and learning
- Promote the use of instructional strategies for diverse learners
- Use data to assess student gains
Direct and Indirect Services for Children, Families and Schools

Student-Level Services

Interventions and mental health services to develop social and life skills

- knowledge of biological, cultural, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health

Examples

- Implement evidenced based interventions to improve individual student social, emotional, and behavioral wellness
- Monitor fidelity of implementation
- Screen for & identify warning signs
Direct and Indirect Services for Children, Families and Schools

Systems-Level Services

School-wide practices to promote learning

- Knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health

Examples

- Implement school-wide prevention and promotion programs
- Advocate for policies and practices that promote positive school environments
Direct and Indirect Services for Children, Families and Schools

Systems-Level Services

Preventive and responsive services

• knowledge of principles and research related to resilience and risk factors in learning and mental health; services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response

Examples:

• Participate in school crisis prevention and response teams
• Evaluate and engage in activities that alleviate risk and promote resilience
Direct and Indirect Services for Children, Families and Schools

System Level Services

Family-school collaboration services

- knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools

Examples:

- Reach out and engage parents
- Promote respect and appropriate services for cultural and linguistic differences
Foundations of School Psychological Service Delivery

Diversity in development and learning

- knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity

Examples:

- Provide culturally competent and responsive services
- Promote fairness and social justice in school policies and programs
Foundations of School Psychological Service Delivery

Research and program evaluation

• knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings

Examples:

• Gather data about the impact of services on student performance
• Assist in program evaluation
• Assist teachers in collecting meaningful student data
Foundations of School Psychological Service Delivery

Legal, ethical, and professional practice

• knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists

Examples:

• Remain knowledgeable about legal issues
• Comply with regulatory expectations
• Engage in professional development
• Use supervision & mentoring
Organizational Principles

• Outlines the organizational conditions that must be met in order to ensure effective delivery of school psychological services for children, families, and schools.
Organizational Principles

1. Services are based upon a strategic assessment of needs and are coordinated, organized, and delivered in a manner that ensures a comprehensive and seamless continuum of services

2. Services are delivered within a climate of mutual respect

3. Physical, personnel, and fiscal support systems are provided

4. Positive, proactive professional communication is ensured

5. Supervision and mentoring are provided

6. Professional development and recognition systems are available
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. Similarly, when school psychologists are assigned to work primarily with student populations that have particularly intensive special needs (e.g., students with significant emotional or behavioral disorders, or students with autism spectrum disorders), this school psychologist to student ratio should be even lower.”
How does the Practice Model connect with Blueprint III?

- The NASP Model for Comprehensive and Integrated School Psychological Services is the official model for practice adopted by our delegate assembly.
- All previous standards revisions and Blueprints 1-3 all helped inform this model.
- Blueprint 3 was a “blueprint” but not the final product. It was never formally adopted.
- Many of the conceptual ideas and components of Blueprint 3 are integrated into the Practice Model.
NASP Communication and Key Messages
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.
Communications Context

Challenges & Opportunity

• Tough economy (stress, cut backs, job threats)
• RTI/PBIS (currently most significant school reform movements)
• Communities-in-schools (school-based health centers versus school-employed providers)
• Focus on school climate/bullying prevention
• **Persistent confusion about or lack of awareness of our role among key stakeholders and the media.**
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!

Wall  Info  Photos  Discussions

Write something...

Attach:   Share

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 1:05pm  Comment  Like  Report

Laura Jacobs Sanders
Love it! I just explained this 2 times today.
February 4 at 3:23pm  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 Curleto 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  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 social services, not that I teach other people's children. Other times I just talk about Schizophrenia.

What are the risks to a stealth profession?
Risks to a “Stealth” Profession

- Reduced or stagnant level of SP positions/funding.
- Lack of understanding of “unique and essential skill set” among decision makers.
- Narrow use of SP skills and training
- Missed linkages between behavior, mental health and learning.
- Increased job frustration/stress.
- Negative effect on students.
- Unrecognized collaborations between SPs and the school team and community resources.
Stakeholder Feedback

• Budget problems dominate the concerns of administrators. (Exacerbated by funding cliff.)

• They are directing resources to those programs and services that have immediate benefit to the most students.

• Administrators need to get the “biggest bang for their buck” so our value is increased when we are involved in school-wide efforts.

• A huge challenge is collecting and using date to improve school outcomes.
Stakeholder Feedback

• Many stakeholders see us as working only with individual students with intensive needs, not as relevant to larger school issues or groups of students.

• In some cases, special education is viewed as a “special interest” within the system.

• Respondents who had worked closely with school psychologists in a positive problem-solving mode saw real value; those who hadn’t were less clear.

• It is increasingly important that we are visible members of the “school team” versus isolated help for certain students.
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.
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?
“Let's use the budget term ‘permanently frozen’ rather than 'cut.' Why crush people’s hope?”

Gary Olsen,  http://www.dubuque.k12.ia.us/cartoons/
Ask: Who Recognizes Your Role in Student Success?

• Are you engaged at the student, classroom, building, and district levels?

• Who within your school community can identify you or your contributions?

• Are you acknowledged as essential to student success – not just the success of special needs students—but of ALL students?

• *Are administrators and other decision makers on your list?*
“If you are not at the table, you are on the menu…”

--Author Unknown
Administrators Top Issues

- Resource management (budget)
- Accountability
- Use of data
- Teacher instruction
- Student achievement
- Behavior and school safety
“Can I vent!?!? How's this for someone who doesn't understand what we do? I told the principal at one of my schools I would be attending a Response to Intervention seminar. Her response was, "Why would you go? You all don't do interventions."

—Andie H.
Time for Another ELEVATOR CHAT 2

What are your most difficult or frustrating barriers to communicating with administrators (5 minutes)
Suggestions From the Field

• Location, location, location.
  » Try to have an office or work space near the principal’s office.
  » Touch base with the principal every time you are in the building.

• Offer to help.
  » Be a sounding board and support system.
  » Help with behavioral referrals, crises, etc. whenever possible.
  » Ask about issues or challenges they are facing.
  » Share practical resources.
Suggestions From the Field

• 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)
Suggestions From the Field

• **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
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.
Planning Process

- Assess Situation
- Identify Target Audiences
- Craft Messages
- Select Strategies/Implementation
- Evaluation/Follow-up

Effective Communications Planning → Stakeholder Buy-In → Desired Improved Outcomes
Planning Process

- Assess situation.
- Identify target audiences (NASP has done this for you).
- Craft messages (NASP has started this for you).
  » Develop relevant supporting points.
- Select strategies/Implementation.
- Evaluation/Follow-up.
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 Target Audience
(Whom do you need to convince?)

- District administrators (pupil services supervisors, special ed directors, curriculum directors).
- Building administrators (principals, asst. administrators).
- Grade level or content area leaders.
- School board members.
- Who are your allies?
- Who are your opponents?

TIP: Consider how parent or staff perspectives might help or hinder your communications.
Know Your Audiences’:

- Level of knowledge/awareness.
- Primary concerns/expectations.
- Covert or overt agendas.
- Competing priorities (administrators are swamped).
- Perspective.
- Possible barriers to understanding.
- Competing considerations.
- Ability/likelihood to take action.

TIP: Attend/observe a relevant meeting, e.g. a PTA or school board meeting, to listen to concerns/perspectives.
“Well, if you consider that my job is managing events in an imperfect world, then my day is going perfectly!”

Gary Olsen,  http://www.dubuque.k12.ia.us/cartoons/
Three Types of Strategic Communications

- **Proactive Outreach** ("Calling Card")
  - Universal

- **Action Request**
  - Targeted

- **Crisis Management**
  - Intensive

- **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 Goals (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.”
- Become a change agent in the school/district.
Proactive Outreach Tactics

- School newsletter articles.
- Morning coffee with school administrators.
  - TIP: Ask how you can help. Be flexible.
- Parent handouts.
- Info for website.
  - TIP: Use the Create Your Own Website resources from NASP.
- Brown-bag discussions with staff.
- “Good to know” information for district level administrators and school boards.
  - TIP: Double up and send a copy of your newsletter article FYI to district and/or state decision makers.
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

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 “filename.html” in the “File Name” box, without the quotes; replace filename 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

Action Request Goals
(You need \textit{and} offer something.)

- **Need**
  - Protect role/positions.
  - Program support or implementation.
  - Reallocation of funding for new or expanded programs.
  - Increased staffing.

- **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.
Action Request Tactics

• Meetings with decision makers (offer to help).
• Conducting surveys or needs assessments for principals.
• Provide data, linked to actions/solutions.
• School board/administrative team presentations. (Present data, needs, solutions.)
• Collaborating with allied colleagues on current and future job roles and functions.
• Coalition/relationship building with allied professionals.
• In-service training.

TIP: Always have a 1-2 page written summary of your information to leave with people.
Action Tip Examples: Bullying

- Offer to help the school improvement team collect and analyze school climate data to assess extent and types of bullying among students.
- Offer to introduce teachers to the Cybersmart Cyberbullying curriculum. It’s free and a NASP partner program

Cyberbullying Package

Dear Educators,

The National Association of School Psychologists (NASP) is pleased to partner with CyberSmart! to bring the CyberSmart! Cyberbullying Package to teachers and other educators concerned with keeping students safe.

Focused on age-appropriate skills building and improved dialogue between adults and students, these free lesson plans bring together research-based strategies and a flexible format designed to fit easily within existing curricula.

CyberSmart did their homework

Their carefully developed cyberbullying package

- uses a social constructivist learning approach to allow students/educators to construct their own knowledge, defining the problems and issues themselves and thus “owning” them. Without this ownership, no behavioral change can occur.
- focuses on developing critical thinking and decision-making skills rather than teaching about technologies that change monthly.
- recognizes that research shows that getting tough on the bullies themselves is not an effective intervention.
- addresses research that reveals most youths do not disclose online harassment to adults for fear of adults overreacting and cutting off online access. Students need to have a student-initiated mechanism for confidential reporting to adults.
- focuses on the critical role of the bystander, recognizing research that students do not want to identify themselves as either bullies or targets.

Susan Genn, CAE
Executive Director,
The National Association of School Psychologists.
“Crisis Management” Goals

• Legislative crisis
  » change in Medicaid rules excluding SPs from billing

• Professional crisis
  » responding to the APA MLA proposed revisions

• Public relations crisis
  » bad press coverage, editorial

• Crisis involving school, district, or community
  » school shooting, suicides, natural disasters, etc.
Crisis Management Tactics

- Coordinated/integrated part of response effort.
- Rapid (but thoughtful) response.
- Direct regular communications with “home base.”
- Designated spokesperson (appropriate level).
- Media (proactive, provide experts, materials, op-eds).
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.
Define Problem

- **Students** (academic scores, behavior data, attendance, referrals).
- **Staff** (morale, skills, collaboration, classroom climate, professional development).
- **Parents** (involvement, collaboration, communication).
- **Administration** (AYP, school climate, resource allocation, legal requirements, district agendas, academic priorities).
- **Community** (access to services, collaboration, involvement, safety).

**TIP: Ground problem in assessment/data.**
Example Problem Messages

• 17% of our students living in military families where a parent was recently deployed are in danger of not meeting the school district’s minimum attendance requirements for promotion.

• We need to determine specifically what is contributing to the student attendance problems.

• We need to look at how student learning supports and/or changes to instruction can make a difference.
Suggest Actions/Solution

• What needs to be done?
• What does research indicate?
• What existing resources/processes can be tapped to help?
• What staff will be impacted?
• How will you monitor outcomes and report results?
• What staff training might help?
• How can you help educate and engage parents.
• *How can you help?*

**TIP: Be part of the solution to every extent possible.**
Example Solution Messages

• I’d like to review the attendance data and then meet individually with the students who are in danger of not being promoted to see if I find out how to help them get reengaged.

• I’d like to meet with the parents of students who living in military families to see how we could offer additional before or after school supports to keep them engaged in school.

• I would be happy to meet with the teachers of these students to help them understand the possible issues that could be contributing to the attendance problems and identify strategies for keeping the student engaged in school.
Define Benefits

- Improved student outcomes (academic, behavior, mental health).
- Data collection/evidence of effectiveness.
- Improved staff effectiveness and collaboration.
- Improved school climate/outcomes.
- Use of evidence-based strategies and progress/outcomes monitoring.
- Increased parent or community involvement.
- Better use of resources.

TIP: Frame benefits from the decision makers’ point of view.
Example Benefits Messages

• By connecting personally with at-risk students and their families, we can better meet their needs and help them feel more connected to the school community during the deployment period.

• By helping teachers better understand their student’s needs, they can adjust their expectations and supports to meet the needs of individual students.

• Students will feel supported and better able to stay engaged in school.
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
Communications Basics
Be Relevant
(i.e., Know Your Audience.)

• Why do administrators care?
• What is in it for them?
• What role do they play?
• How does the solution meet their needs?
• *This may vary between audiences.*

**TIP:** Relate your services to priority issues/challenges within the school/district.
Be Concise/Clear

• Use audience appropriate language.
• Avoid acronyms/technical language.
• Use active tense.
• Use bullets to the extent possible.
• Ask colleague(s) to review.
• Proofread your work (or ask someone else to)!
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></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
Overarching Message

• What you want decision makers to understand:
  » We can be part of the solution, no matter the problem.

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

1. School psychologists are a unique, essential, and valuable part of the school team.

2. In today’s tough budget climate, your school psychologist may be an untapped resource.

3. Support the well-being of your school/district by supporting school psychologists’ role and funding.
Avoid “turf battles” that others need to mediate.
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…..
Good communication is responsive to emerging situations and the knowledge needs of key 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
Do school psychologists have an ethical responsibility to advocate? YES!

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. Advocacy also occurs when school psychologists use their expertise in psychology and education to promote changes in schools, systems, and laws that will benefit schoolchildren, other students, and families. Nothing in this code of ethics, however, should be construed as requiring school psychologists to engage in insubordination (willful disregard of an employer’s lawful instructions) or to file a complaint about school district practices with a federal or state regulatory agency as part of their advocacy efforts.”

Do school psychologists have an ethical responsibility to advocate? YES!

• 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 I need to advocate?”

• There are 535 voting members of Congress (435 Representatives, 100 senators)
• There are over 4.5 million teachers who are members of the NEA and the AFT combined.
• If only 5% of NEA/AFT members contacted their elected officials, assuming they are all from different districts, there would be 225,000 contacts made about teacher related issues.
• That’s an average of 421 contacts per member of Congress.
• Most teachers can afford to say nothing because there are so many of them.
“Why do I need to advocate?”

There are many, but fewer school psychologists!

- There are 26,000 members of NASP. If only 10% of NASP members contact their elected officials……..
- 2600 contacts are made to Congress regarding the issues important to school psychologists.
- Assuming no duplication, an elected official is contacted an average of 5 times regarding a SP issue.
- There are too few of us to remain silent.
- 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
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
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
Long Term Policy Formulation

• Issues that are part of a legislators personal agenda
  » May seek input from premier experts in the field, giving them time to be thoughtful
  » Will draft legislation, seek feedback, and may even repeat this multiple times
  » May take years to formulate

email: searchlightjcm@yahoo.com
Short Term Policy Formulation

• Issues that arise from current events
  » May seek input from whoever is closest and most ready to give it, now!
  » Will draft legislation; may or may not have time for feedback
  » Then hope legislation does more good than harm

email: searchlightjcm@yahoo.com
Policy Promotion

• Starts where formulation left off
• All input is filtered into “for us” or “against us”
• Seek input that supports the legislation, and discredit input that opposes it
• Beware….

email: searchlightjcm@yahoo.com
The 3 Major Parts to an Advocacy Agenda:

Knowing
Preparing
Doing
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
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.
GPR Policy Examples

• Building partnerships among parents, families, schools, and communities
• Supporting effective learning environments for the academic/social-emotional success of all children
• Promoting education funding as a priority
• Increasing advocacy among NASP members and other stakeholders at the local, state, and federal levels
To be successful…

NASP Advocacy efforts depend on YOU!

Specifically, NASP needs in EVERY STATE…

• Individuals who are willing to build relationships and advocate with state and local administrators and elected officials

• Strong and effective relationships among individual advocates, 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 Legislative/GPR Committee: Characteristics

- Vision
- Connected to state leadership
- Long term sustainability
- Commit financial resources to advocacy
- Clear and consistent agenda
Effective State Legislative/GPR Committee: 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 Legislative/GPR Committee: 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

- 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
Identify and Reach Out to Key Stakeholders and Allies

- Parents/students
- Teachers
- Other school-employed MH & Health providers
- Principals and other administrators
- Community service providers
- Policy makers
- Keep reaching…ask, “Who isn’t here that needs to be?”
Build Your Within-State School Psychology Action Network (SPAN)

• Identify and reach out to your state’s NASP SPAN contact

• Find out how you can coordinate activities and assist them with their efforts.

» A complete list of state SPAN contacts and contact information is available at http://www.nasponline.org/advocacy/span coordinators.pdf
Build your Within-State SPAN Network & Communicate With NASP

- Train participants on basic grassroots advocacy (*more to come*)
- Help provide transition training when new people step into key positions
- Communicate with NASP whenever there is a change in your state advocacy leadership team (e-mail Allison Bollinger, NASP Professional Relations Manager: abollinger@naspweb.org)
Engage Your Members

- Develop a grassroots e-mail tree within your state association
- Sponsor professional development activities related to advocacy at your state conferences
- Disseminate information about advocacy trainings and opportunities in your area
- Disseminate advocacy tips in state newsletters
- Encourage people to use the NASP Advocacy Action Center and any similar state tool
Engaging in Advocacy

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

• Actively participate in coalitions
• Communicate with members and elected officials
  o Personal Visits
  o Emails, letters, faxes
  o Phone calls
• Coordinate state/national efforts. Generate support for the issues.
• Train and empower grassroots advocates
• Assist with the development of legislation
• Testify
Setting up Meetings With Elected Officials

• *In coordination with your state association*, request a meeting with your state elected officials working in your state’s general assembly

• Set up meetings by email and phone

• Consider the state legislative calendar

• Don’t be discouraged if you are only able to get a meeting with a legislative aide

• Local office vs. state capital visits

• Town hall meetings
Communicating With Elected Officials

- Prepare talking points and distribute handout/packet
- Try to make a personal connection
- **Listen. Listen. Listen!** Find out what issues your legislator 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 Elected Officials

- Invite legislators 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 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") with legislative and government officials
- Prepare legislation - Work for its introduction and passage
Communicating With 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
- Send a follow up “thank you” note to the person with whom you met
Tips for Written Communications

• Professional style
• State that you are a constituent
• Start with your ask for (e.g. support or opposition to specific legislation.)
• Develop with 2-3 supporting points.
• Offer to assist future efforts.
• Thank them for their service.
Calling Elected Officials

• Calling congressional legislators 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

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

• Visit your state’s general assembly website to find contact information for local elected officials (in CD Rom)
Testifying on Behalf of a Bill

• Coordinate testimony with your state association. Messages must be on point, consistent, and not be repetitive.
• Arrive at designated meeting room shortly before the hearing begins to sign up to speak for/or against bill.
• You will typically have 3-5 minutes to offer oral comment.
• Written testimony may be submitted and may be more lengthy than oral.
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!
• Appoint a State SPAN Contact (SPAN= School Psychology Action Network)
• Use national GPR NASP awards as a way to recognize efforts of grassroots advocates and elected officials
Advocacy & Communication Tools
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
School Psychology Awareness Week November 14-18, 2011

- Gratitude Works Program
- Possibilities in Action Partner Program
- Student POWER Award
- Annual Federal Resolution
- Annual Congressional Briefing

www.nasponline.org/communications/spawareness
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

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!!
See the Gumby in you! We do!
This is only the tip of the iceberg…to explore further, contact:

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Final Questions or Comments?