

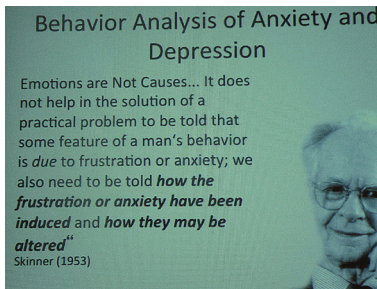


Fall Conference Portsmouth 2012

Behaviors Don't Come from "Out of the Blue"

Dr. Mark W. Steege presents on FBA's for Depressed and Anxious Students

A school evaluation team member asks, "Have you noticed what sets him off?" The teacher answers, "No, it's hard to tell. Sometimes he is fine. Then, suddenly, he goes from zero to sixty." At the fall 2012 conference



in Portsmouth, we learned that no behavior comes 'out of the blue.' Hard to imagine in mid-January, but October 26, 2012 was a sunny, warm day and the mums lined the sidewalks leading to the Harbor Events Center in gorgeous downtown Portsmouth. Inside we were treated to Dr. Mark Steege's daylong presentation on FBA's for Depressed and Anxious Students. This 61 year old got a real kick out of seeing B.F. Skinner's picture and comments alongside of a dynamic twenty-first century researcher and professor.

Steege noted a 2009 court decision in Maine* that underscored the importance of providing successful school interventions for all students: **Not providing for students' mental health can be considered as not providing a Free and Appropriate Public Education (FAPE).** Steege explained that "behavior occurs in reaction to a complex array of interacting variables. By identifying the relationships between the unique characteristics of the individual and the contextual variables that trigger and reinforce the behavior we can begin to understand and work with the person and those in his or her environment to develop interventions that lead to significant and meaningful behavior change. Identifying these relationships is the core of FBA."



NHASP President Tari Selig introduces presenter Dr. Mark Steege

He and his colleague, T. Stuart Watson,

developed an FBA methodology called *BAPS*—Behavior Analytic Problem-Solving—a comprehensive assessment model that takes into consideration the wide range of variables that influence human behavior. The school psychologists in the audience appreciated that the BAPS model "considers diagnostic information as an individual mediating variable-- one of several variables-- that interact in complex ways to maintain interfering behaviors."

Steege spoke about the student's response magnitude matching the stimulus magnitude. "That stimulus may not be fully appreciated by us unless we understand both the obvious environmental variables and the internal, unconditioned variables within the child. The changes we make for the student have to be strong enough and consistent enough to override the reinforcement the child gets when his "interfering behavior" is rewarded with arousal reduction." I'm just learning about this FBA model. I asked for comments from NHASP members:

"The most useful thing I took from Mark's presentation is the point he made about evidence-based practice. I'm often asked where's the evidence that the interventions I suggest for kids with executive skill weaknesses actually work. The point Mark made was that it doesn't matter how many research articles there are out there, the real test is whether you're collecting data on the intervention you've set up for a particular kid. If the data show that the



Fall Conference Well-Attended

"I now use it (BAPS) for all my FBAs. I think it helps to give a bigger picture of the student and helps people to understand that usually there isn't just one trigger before behavior occurs.

Multiple factors are involved in whether or not we see a behavior. He's my professor so I'm slightly biased but I really bought into this model." *Christina Flanders, school psychologist and doctoral student*

I received the second edition of Mark Steege and T. Stuart Watson's book, Conducting School-Based Functional Behavioral Assessments yesterday. I have only read the first twenty pages and looked over the generous FBA reports and intervention plan samples. I'm hooked. I plan to attend the second study group for those who attended this conference. It had to be postponed from December, 2012. Please check the nhaspweb.org website for the new date.

*I have a copy of that case and will email it to you upon request.

Adrienne Spector, NCSP

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Public Relations for NH School Psychologists

The NHASP executive board has been working hard over the last few months to promote school psychology, provide professional development opportunities and improve the effectiveness of the association.

School Psychology week was November 12th through the 16th. Robert Rodriguez was able to get a proclamation from Governor Lynch to officially name this week "School Psychology Awareness Week" in NH. Many members celebrated by promoting and acknowledging the hard work of colleagues and students. Kate Salvati wrote personal messages to each of the staff members that she works with and gave each one chocolate. She also encouraged them to write a positive message



Kate Salvati, NHASP President-elect and current NHASP President Tari Selig

to other people by giving them fun sticky notes to be placed in their work mailboxes. The **Student School Psychology Club at Plymouth State University** had a

reception and was able to communicate with undergraduate students about school psychology careers. Carol Van Loon worked with the **Regional Community of Practice**, a collaborative project of healthcare, educational and social service organizations serving the towns of Derry, Londonderry, Hudson and Litchfield, to organize a film screening of Dan Habib's film, "Who Cares about Kelsey?" NHASP was a part of the event by passing out materials and answering questions about the services that school psychologists provide.

The NHASP Fall Conference was a great success. Participants enjoyed hearing from Mark Steege about completing **Functional Behavioral Assessments for Anxious and Depressed Students**. Jonas Taub has been working hard to coordinate a **support group for early career school psychologists**. We are excited about offering a **Mini-Skills program** as well as the upcoming NHASP



From left to right: Kate Salvati, Tari Selig, Amy Smith NASP President, Nate Jones at the NASP Northeast Regional Meeting

Winter Meeting that will take place in January.

Nate Jones is continuing to work with **NAMI NH, NH Family Voices, NH Pediatric Society and the NH Psychological Association** to organize a **collaborative conference** titled: "Dancing with Many Partners without

Stepping on Toes: Fostering Effective Collaboration among Families, Schools, Therapists and Physicians. This conference is designed to provide participants with real world information on how professionals in other fields work with children with mental health disorders. Presentations will be made by families, youth, pediatricians, child psychiatrists, school personnel, and mental health practitioners. At the conclusion of the day, participants will have learned new ways to communicate and collaborate with others in an efficient and effective manner.

NHASP is also working on the **Spring Conference** on linking assessments to academic interventions with Dawn Flanagan. Please continue to check out the NHASP website for information on all of these opportunities. Finally, Nate Jones, Kate Salvati and I attended the **Northeast Regional NASP meeting** with other state leaders from the Northeast Region. We were excited to learn about all of the wonderful things that other states are doing and we came away with information, ideas and energy to bring more opportunities to school psychologists in NH.

I would personally like to see more energy put towards public relations for school psychologists in New Hampshire. A group of NHASP members met last January to develop goals. I am suggesting that NHASP organize a task force to help work on these goals. I am looking for someone to lead this task force as well as members to participate. Please email me, Tari: tjselig@gmail.com if you are interested.

Thank you,
Tari

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Getting Real

The morning after the mass killing in Connecticut, a friend and I had breakfast together. We'd both awakened in the night hurting for the families of the dear little children and brave educators killed the day before. With tears and choked voices, we decried every aspect of our society we could think of that contributed to this unimaginable event. In the last two years, more than six thousand children have been killed by guns. Boston Mayor Tom Menino co-founder of Mayors Against Illegal Guns said, "Now's the time for a national policy on guns that takes the loopholes out of the laws, the automatic weapons out of the neighborhoods, and the tragedies like Newtown out of our future."

Elayne Clift, writer, consultant and educator from Saxton's River, Vermont, asks, "Who among us did not weep at the thought of the almighty wail that arose when terrified parents were told there would be no more children coming out of the firehouse on that dreadful day?" She suggests that several groups were unmoved, including "the monsters who posted social media messages using the N-word to refer to the President when their football game was interrupted for his remarks."

Clift notes that addressing media violence and mental health are part of a comprehensive approach to reducing antisocial behavior, but warns that these factors divert our attention away from the urgent need to pass gun legislation. "The last thing we need to do is stigmatize people with autism or Asperger's Syndrome or developmental disorders that bear no relation to violent behavior."

You may be sure that your fellow members of this association have been wonderfully responsive to my requests for material for this issue. Thank you to **Audrey O'Neill**,



intrepid North Country octogenarian, writer, psychologist and former Protocol columnist, for sending me the New York Times article about **Dawn Hochsprung**, Sandy Hook principal and **Mary Sherlach**, the school psychologist, who were gunned down as they investigated the dangerous sounds coming from the entrance to the school. Mary Sherlach, in her last year before retirement doing the work she loved "was remembered for her many years of helping students cope with problems that they were unprepared to handle." and Ms. Hochsprung "was mourned as a creative and dedicated educator who had quickly won over children and adults alike."

Thanks to **Bob DePaolo** who submitted an essay with a great idea for maintaining social contact and daily schedules for teens and young adults after they leave high school. He notes that most perpetrators of mass killings are teens and young adults.

School therapist **Cindy Westney** shares her observations that students are adapting to the violent content of videos and media by dulling their emotional responses and empathy for others. She offers suggestions on how we can develop and support empathy and positive, helping behaviors in our children and emphasizes that these efforts have to be daily and ongoing in order to outweigh the tremendous impact that our violent culture has on our kids.

Cynthia Waltman, School Psychology Program Coordinator at Plymouth State University, sent in the important press release announcing a position statement written by the Interdisciplinary Group on Preventing School and Community Violence. The goal of this group is to

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Region 7

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OPEN

build consensus on a course of meaningful action. This position statement has been endorsed by over one hundred professional organizations.

Leo R. Sandy submitted his article on helping children with incarcerated parents. He also co-authored an essay with Cindy Waltman that makes the case for taking on school psychology interns. We owe it to the profession to pass on our experience and knowledge---as others have done for us. Sandy and Waltman deconstruct our excuses including the familiar "too much paperwork" complaint. Interns force us to reflect upon our practice and they often have much to offer us in the form of new ideas and information. Taking on a school psychology intern is a very real way to pay it forward for kids.

Adrienne Spector NCSP

Adapting to Violence

by Cindy Westney

I asked David,* a fifth grader, “What would you like to be when you’re older?”

“An assassin,” he answered. I was definitely caught off guard. Did he really understand the role of an



assassin? In response to my inquiry, he said, “It’s somebody who goes around killing people.”

Stunned at first, then sad, I realized children are beginning to conceptualize violent jobs as “normal.” I also realized this has happened in a relatively short amount of time. When I started as a clinician 20 years ago, I never heard a child say he or she wanted to become an assassin. Students aspired to become astronauts, doctors, teachers, dancers, and movie stars, just to name a few. Today, students still name these careers but when a student like David wants to become an assassin, things have changed. Is David a budding sociopath? No. Is he emotionally or mentally unstable? No. He is, in fact, not unlike many of his peers.

Our children, exposed to a deluge of violent imagery through the 24 hour news cycles, media and video games, have developed an adaptation to violence. That is, they have become “used to it.” Adaption to violence includes the dulling of emotions and empathy. Adaptation to violence brings an unrealistic perception of consequences.

Students are becoming desensitized on a number of levels. David is a good example. He did not attach emotion to the idea of becoming an assassin. He also did not mention how it might affect other people. He did not

mention anything about consequences.

Children are growing up in a world where violence cannot be avoided. In the wake of the shootings at Sandy Hook Elementary School in Newtown,

Connecticut, Hollywood producers decided to delay the release of two violent movies because they thought the timing would be inappropriate. Is the timing for such violence EVER appropriate? This is something we should be considering every day, not just in the aftermath of a horrific tragedy.

Dr. Michael Welner, a forensic psychiatrist, recently spoke on *Good Morning America* about violence in our culture. He views violence as a systemic issue that needs to be addressed collaboratively. He emphasizes that **each one of us can do something** to help decrease violence.

Parents, take an active role in deciding what your child watch on television. Pay attention to the content of what they see and read and decide if it’s appropriate. Keep televisions and computers out of your kids’ bedrooms---how will you know what your child is viewing if you can’t see the screen? Stop buying violent video games. As long as there’s a market, companies will continue to produce these kinds of games. Children are spending countless hours trying to win games by fighting, killing and destroying. They talk---a lot--- about these games at school. “Winning the game” requires that the student “practice” causing death and destruction. (Parents often defend the games by stating that their

children know the difference between games and reality. People of all ages have reported using violent fantasies from video games and movies to help them rationalize their anti-social behaviors.) Parents can make a huge difference by limiting game time and buying non-violent games.

Parents and teachers can teach the values of volunteerism and connecting to other people. There should be daily opportunities to make connections and show empathy. Neighbors and community members can set an example to help people who are suffering and need a helping hand.

Parents and teachers *do* try to teach non-violent values to our children---but they are competing with the massive amount of violence that reaches children daily. Remember that the amount of time spent teaching and doing positive behaviors has to outweigh the impact of hours of exposure to violent imagery, stories and games.

As a society, we have the ability and the responsibility to reduce levels of violence. Each one of us can make a difference but we must make a choice. Our children need us to take control over the amount of violent input available. We can show them that they deserve better.

*Note: Permission to share information was granted by the student discussed in this article. His name and identifying information have been changed to help protect his privacy.

Cindy Westney is a licensed mental health therapist who works in schools.

Interdisciplinary Group on Preventing School and Community Violence

PRESS RELEASE December 19, 2012 2 p.m. (ET)
December 2012 Connecticut School Shooting Position Statement

Nine school violence prevention researchers and practitioners nationwide have developed a position statement on the Dec. 14, 2012 Connecticut school shootings that is being disseminated across the U.S. today. It is in response to the tragic acts of violence at Sandy Hook Elementary School and updates the School Shootings Position Statement that was disseminated nationally following the tragic school-related shootings of 2006.



Cindy Waltman, School Psychology Program Director at Plymouth State University

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Today's position statement has been endorsed by more

The driving force behind the statement was to **communicate scientifically informed principles and recommendations for practitioners, policymakers and the public at large.** The co-authors' goal is to help build consensus on a course of meaningful action. The position statement and a complete list of organizations endorsing it is posted at:

<http://curry.virginia.edu/articles/sandyhookshooting>

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than 100 professional organizations representing well over 4 million professionals, such as the American Federation of Teachers, multiple divisions of the American Psychological Association, Child Welfare League of America, Council for Exceptional Children, National Association of Elementary School Principals (NAESP), National Association of Secondary School Principals (NASSP), National Education Association, National Association of School Psychologists, National Association of Social Workers, and Mental Health America. Additionally, more than 100 nationally recognized researchers and practitioners have endorsed this statement, including deans of several major university colleges of education and social work.

Additional organizations will be posting the document or providing links to it on their websites. The position statement is also being disseminated via professional listservs and is being published in several professional newsletters.

NHASP Annual Winter Meeting
Fratello's Restaurant,
Manchester, NH
January 26, 2013

Emotional Disability Identification , Perspective, Policy, and Practice: Issues for School Psychologists

Online registration is now available on:
<http://www.nhaspweb.org>

This year, the NHASP Winter Meeting will focus on topics that are important in the identification of students for special education services who may have an emotional disability. Participants will hear from and have discussions with various key stakeholders who have different perspectives of this topic. Goals are to gain insight from NH stakeholders on the identification of students for Special Education under the classification of Emotional Disturbance, to provide clarity and consensus among NH School Psychologists and to establish a dialog around the topic to discuss challenges and the nature of inconsistencies.

Presenters:

Gerald Zelin, J.D. Attorney, Drummond and Woodsum

Jan Martin, Director of Special Education, Nashua School District

Claudia Ferber, MS Child and Family Programs Director, NAMI NH

Nate Jones, Ph.D., School Psychologist SERESC and Dartmouth Hitchcock Medical Center

Kate Bernier, LICSW, MSW, Therapist, Greater Nashua Mental health Center

Susan M. Smiga, MD Child Psychiatrist, Dartmouth-Hitchcock Medical Center

How Can Teens and Young Adults be Diverted from Potential Sociopathy?

Investigators seek to meticulously profile mass murderers; searching for neurological, familial, sociological and pathological causation. Yet it is often difficult if not impossible to find the “independent variable” – the trigger that set off the act, without which the crime would not have occurred.

A surprising number of children are killed each year—some even younger than the students at Sandy Hook. Mass murders are something else, yet there is still a history to reference in figuring out “why?”

Mass murderers have some things in common. The shooting at Virginia Tech was done by a loner in his twenties with an apparent history of either mental or developmental problems. The Texas massacre back in (1966) was perpetrated by a man later found to have a brain tumor – he was less of a loner. The murders in Columbine, and in Mt. Vernon and Hanover, New Hampshire a few years were committed by vengeful, thrill-seeking young men who were outside the peer mainstream but not loners. Despite feeling alienated from the “cool group” in school they had their own reference group.

People kill for different reasons, and despite the phrase “he just snapped,” most of these crimes seem to have involved planning and periods of contemplation. So what is the essential causative factor? A narrow answer might be: social isolation, or perhaps rage or family discord. A more encompassing answer might be age.

All the above-mentioned perpetrators were in their late teens or early twenties. Most crimes; whether in the form of substance abuse, theft, rapes or assaults are committed by people in their late teens to early twenties. These years mark a diversion point – tantamount to what Freudians might call a reality-check vacuum. During the school years a student’s weird thoughts and acts are likely to be observed or checked by peers, counselors, teachers, coaches and parents. If a student lacks superego functions or self regulatory capacities, staff can point him in the right direction. While in school some level of social interaction is guaranteed. A student is always with or around someone. Even if he is a bit odd, the group format in the classroom provides an audience of peers and potential

associates whose inputs can interrupt and/or balance out extreme and violent ideation.

Combining hormonal factors, developmental/neurological factors (the frontal lobes do not mature until around age 25) and the pressures inherent in having to become independent, young males and females will tend to experience duress after leaving school. In that sense, age in itself is a risk factor particularly in the first few years after leaving school. This raises a question. Since males and females in their late teens early twenties are more likely to commit various crimes, since that burdens society, and since they have enormous energy at their disposal, how can teens and young adults be diverted from potential sociopathy?

A solution that addresses many of the problems seen among this age group would be the creation of a program whereby everyone would, upon reaching the age of 17, register with a social service draft. The tasks would not be military in nature but the induction and training formats would be analogous. Each draftee would undergo examination to determine fitness. Each would be subject to discipline in the form of physical exercise regimens, skills training etc. Upon completion of training, social service enlistees would be assigned to a local base of operations where they could engage in various work tasks with peers, for example, working on the infrastructure or helping with needy individuals. They would receive a salary – and learn how to budget. Codes of conduct would be in place, and of course such a program would provide peer exposure to preclude the isolation that can foster violent fantasies and derivative actions. In this setting vocational skills would be learned so that career aspirations would not be postponed but arguably hastened and enhanced. With career training provided the exorbitant loans accrued by many students today could be precluded.

Such a program would no doubt lead to complaints on two fronts. One would pertain to freedom infringement, i.e. forcing young students to do something against their will. That argument lacks validity in terms of the American system of politics. Thinkers like Locke, Hobbes, Jefferson, Madison (the forebears of modern democracy) never envisioned a free society in the sense of the citizen being free and separate from the state.

Instead they conceived of a contractual society based on reciprocity between citizen and state – both equally important and necessary in sustaining a culture. To them, infringement was defined as the state taking from the citizen unilaterally or disproportionately i.e. without some sort of fair compensation. To a man, they believed that as long as that reciprocal proportion was upheld both the state and the citizen would benefit.

The other argument would be that such a program would interrupt the life plans of young people. That also lacks bite. In 1970 the typical American man married at age 23, women were slightly younger. Now the average age for marriage is 31 for males and 30 for females. That means there is a time frame of more than a decade during which young people are devoid of familial commitments and more likely to become locked in endless adolescent behavior patterns and even paranoia. Most young people do not end up that way but if one is talking about a solution based on probabilities it would seem reasonable to enlist the vast energies of young people toward constructive rather than destructive purposes.

Finally, if mass killings relate in some way to feelings of inadequacy and overcompensations (“They made me feel small, I’ll show ‘em how big I really am”) then participation in a social service program might prevent feelings of inadequacy by providing skills training, group camaraderie, an altruistic sense of accomplishment and solid preparation for life outside the protective cocoon of the classroom.

A social service draft would not solve all the problems of society. But it might ameliorate some of the antecedents to antisocial behavior and conceivably create a new zeitgeist, in which government provides for citizen and vice versa. As was implied in the writings of the founders, a well-developed contract that provides for all parties, is enacted with integrity and entails mutual benefit usually leads to positive outcomes. At this time in the U.S.A discipline and positive outcomes would seem quintessentially important.

Robert DePaolo is a school psychologist in the Northwood/Stratton/Nottingham district, SAU 44.

New Law Will Spotlight the Needs of Desperate Children and Families

by Michael Petit, president
Every Child Matters Education Fund
1/3/2013

“...for the first time in decades a congressionally sponsored panel will be collecting information on the conditions which create violence for so many children in their own homes.”

In a rare display of bipartisanship, the Senate joined the House last night in its desire to help children by voting passage of H.R. 6655, An Act to Protect Our Kids. Following a 330-77 vote in the House, the Senate voted unanimous consent to support the bill. The legislation, signed into law today by President Obama, creates a new, two-year national commission to develop a wide-ranging strategy for ending the upwards of 2500 child abuse and neglect deaths a year.

Just 3 weeks ago the bill was given no chance for adoption this year, but in a surprise move, in cooperation with primary House sponsor Lloyd Doggett [D-TX], House Ways and Means Committee Chair David Camp [R-MI] and subcommittee Chair Erik Paulsen [R-WI] called for a hearing on the bill in mid-December. The bill then moved rapidly through the House, at which point the primary Senate sponsors—Kerry [D-MA], Baucus [D-MT], Shaheen [D-NH], Snowe [R-ME], and Collins [R-ME], shepherded the bill through the last day of a fractious 112th Congress. (For a full list of sponsors, please see below.) Hopefully an omen of things to come in 2013, **the new law will spotlight the needs of desperate children**

and families, and will present the Administration and lawmakers with a multi-disciplinary approach for addressing them.

Adoption of the bill also demonstrated the effectiveness and strength of a unified legislative strategy when advocates and other friends of children work together. **Thousands of individuals and hundreds of organizations told Congress they wanted this bill passed.**

Roles large and small were played by the thousands who signed a petition to Congress, the hundreds of organizations which endorsed the bill, the state advocacy groups who called their members of Congress, donors who covered printing and organizing costs, Congressional staff, journalists who singled out the issue for coverage, graduate students who employed social networking to spread the message, the bill’s House and Senate sponsors, ECM staff and board members, and, especially, the leaders and staff of ECM’s four National Coalition to End Child Abuse Deaths partners—the National District Attorneys Association, the National Association of Social Workers, the National Children’s Alliance, and the National Resource Center for Child Death Review.

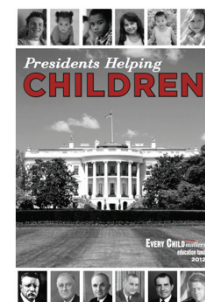
Hard work lies ahead. Creation of the new national commission won’t ensure that services to kids aren’t cut in the budget battles just ahead, much less win urgently needed new federal investments in children. *But for the*

first time in decades a congressionally sponsored panel will be collecting information on the conditions which create violence for so many children in their own homes. And that could help prompt our national government to make investments in children and families a budget and political priority.

Sponsors of an Act to Protect our Kids:

Senate:

Levin, Sander (D-MI)
Lewis, John (D-GA)
Marchant, Kenny (R-TX)
McDermott, Jim (D-WA)
Neal, Richard (D-MA)
Pascrell, Bill (D-NJ)
Paulsen, Erik (R-MN)
Rangel, Charles (D-NY)
Reed, Tom (R-NY)
Reichert, David (R-WA)
Tiberi, Patrick (R-OH)



Sequestration: The action of taking legal possession of assets until a debt has been paid or other claims have been met, or the action of taking forcible possession of something; confiscation.

LEGISLATIVE ALERT: PREVENT FURTHER CUTS TO EDUCATION FUNDING

Sent to NASP Members from the NASP Government-Professional Relations Task Force in early December. Although there have been temporary solutions to avoid the 'fiscal cliff,' the uncertainty of sequestration, which would further cut all programs by approximately 9%, would prove to be devastating to already stretched education budgets and to our students.

NASP needs you to write your elected officials to ask for their support in the passage of a budget that protects education funding.

An educated society is a prosperous society. Investment in education, including school-based mental health programs, has benefits for all Americans. For each cohort of 18-year-olds that do not complete high school, the United States loses \$192 billion in combined income and revenue.

Research indicates that comprehensive social, emotional, behavioral, and mental health supports in conjunction with high-quality instruction and leadership can reduce drop-out rates and increase student achievement. The United States currently ranks 16th in college completion rates among developed countries, which is an area we once dominated. Adequate and consistent investment in PK-12 education, as well as higher education, is necessary to ensure that all students will graduate from high school ready for college and/or career. These investments are necessary for America to recover from the current recession and remain internationally competitive in an increasingly educated global economy.

The uncertainty of sequestration, which would further cut all programs by approximately 9%, would prove to be devastating to already stretched education budgets and to our students. President Obama and members

of Congress need to hear from you that adequate education funding is necessary to ensure that all students have access to the supports, services, and qualified personnel, including school psychologists, necessary to maximize their academic potential.

TAKE ACTION now and be a part of the 1-MINUTE SOLUTION!

If you feel that it is important for Congress to ensure adequate funding for education, then we need you to send a letter to your elected official by visiting the NASP Advocacy Action Center <http://capwiz.com/naspweb/home>

Click on the alert entitled, "Prevent Further Cuts to Education Funding" and send a personalized letter on this issue in just one minute. A letter is provided for you and any aspect of this letter can be edited or personalized by you. All you need to know to participate is your name and address. The computer will find your elected officials and generate an e-mail for you.

Thank you for being a part of the 1-Minute Solution!

National Association of School Psychologists, 4340 East West Highway Suite 402, Bethesda, MD 20814

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NASP News From Your Delegate - January 2013

by Nate Jones

Coming to grips with the tragedy in Newtown as well as the loss of one of our own is challenging.



But the school psychology community has come together to support our schools and communities, and I personally want to thank you for counseling, comforting, and educating your community during this national tragedy. Read the statements NASP has released relating to Newtown. Go to www.nasponline.org/communications/pressrelease to read three statements NASP has released: [Sandy_Hook_Media_Statement.pdf](#), [Diagnosable_Disorder_Statement.pdf](#), and the call to action for comprehensive school safety policies at [/School_Safety_Statement.pdf](#).

Many districts are reexamining their safety procedures and crisis plans. Review the NASP school safety and crisis resources at www.nasponline.org/resources/crisis_safety/index.aspx.

The winter *Emotional and Behavioral Screening* issue of School Psychology Forum is now available at www.nasponline.org/publications/spf/index.aspx?vol=6&issue=3.

You only have until January 16 to take advantage of early registration savings for the NASP 2013 Annual Convention! Join us in Seattle, February 12-15, for 4 days of intense training, networking, and fun. Register today at www.nasponline.org/conventions/2013/index.aspx. Serve as a mentor at the convention and share your experiences and provide guidance to a school psychology graduate student or early career professional. Sign up at www.nasponline.org/conventions/2013/students/mentoring.aspx.

I wish you a happy and healthy 2013. I look forward to seeing you in Seattle next month.

Sincerely,

Nate Jones, NCSP, NASP State Delegate
- New Hampshire

**Early Career Mentoring Group
at PSU Concord Campus, 5th floor, 2 Pillsbury St., Concord, NH
Dates: Jan. 29, March 12, April 9, and May 2, 2013**

Practicum/Internship Supervision: What's In It For Me?

Leo R. Sandy and Cynthia Waltman

There are many good reasons not to take on a school psychology practicum student or intern and, despite having some merit, they pale in comparison to the benefits of helping to prepare school psychologists. Some of these reasons or excuses include being too busy, not wanting to do all the paperwork, had a bad experience, too much work, etc. Analyzing these excuses reveals the poor rationale that underlies them. First of all, who isn't busy in the world of school psychology? To be 'not busy' as a school psychologist could only mean that one has expired and no one has yet noticed-- perhaps that person is facing a computer screen and is thought to be scoring a test.

If every potential supervisor used the excuse of being too busy, no one would get supervision. Every working school psychologist is very busy but also has an ethical responsibility to oversee the growth and development of future school psychologists. That's how we achieve immortality. When we do it right, we leave a little piece of ourselves in our trainees that gets passed on for an eternity.

Too much paperwork is another excuse that fails the test. Why was it okay for our supervisors to do all that paperwork for us when we were in training but all of a sudden it's too much for us to do for someone else? We complain so much about, "I got mine. Good luck to you" as a value orientation in our culture but we often don't critically evaluate ourselves when we are infected by it. School psychologists must rise above this type of mentality. We are better than that. Supervising practicum students

and interns does involve a lot of paper work but paper work is not foreign to the role of school psychologist so a little more would not induce culture shock.

Having had a bad experience with an intern in the past cannot be the basis of refusing to try again. This reminds me of the old WAIS item, "One swallow does not make a summer." Bad experiences are part of life and we must not over generalize them to future experiences as a way to avoid potential discomfort. Most practicum students and interns are of the highest caliber but sometimes a mismatch occurs or a student realizes that s/he is not suited to the profession even at this last stage of his/her training.

Finally, the excuse of 'too much work' for not supervising an intern or practicum student also does not hold much water because practicum students and interns can actually lessen our workload once we get them acclimated and more autonomous. Thus, initially, it will be more work but gradually our workload can lessen. Also, I would provide the same argument above as I did for paperwork. Someone had to be there for us when we were in training and now we have to step up to the plate and do likewise. What better reward is there than sharing all our expertise, insight and knowledge with a budding school psychologist and have that expertise, insight and knowledge continue long after we are gone?

One of the primary benefits to having an intern is that it causes you to reflect upon your practice. When you have to explain why you do what you do, you

just might find that your rationale for using certain techniques or procedures is outdated or not very useful at all. Interns will be sharing what they are learning too and they might have some pretty good ideas!

I urge you to consider becoming immortal by contacting Cindy Waltman, Coordinator of School Psychology, at Plymouth State University, and asking her to consider you as a practicum or intern supervisor. She can be reached at 603-535-3232 or at cwaltman@plymouth.edu

We are planning to offer opportunities for supervision training this summer. Please let us know if you would like to participate. We would like to bring together experienced supervisors with new supervisors for this event.

Save the Date!

**NHASP Spring 2013
Conference April 12th**

**SLD and Other Learning
Difficulties: Linking
Assessment to Educational
Interventions**

**Dawn Flanigan More
information to come, check
nhaspweb.org**

**Also, study groups for
those who attend at no
extra Cost: May 6 and
June 3, 2013**

Meet Ben Nester, NHASP Student Representative

After 6 years as a special educator I made the decision to change careers. I considered several different paths such as starting a Fortune 500 company or becoming an astronaut, before finally settling on school psychology as a viable option. At the time, the *US News and World Report* had placed School Psychology on the top 50 best careers list, and after several conversations with school psychologists in the area, I resigned myself to the notion that I would be entering graduate school in the fall. I believed (and still do) this decision to be a wise one, as well as one that would require a great deal of commitment. But I didn't account for all possible hardships; namely moose in the roadway.

New Hampshire is a very rural place, and I did in fact meet a moose on Route 118 late one snowy night driving home from a Counseling Skills class. As my headlights shown on the back of the snowy beast standing higher than my car, I recalled a helpful lecture point from class, "Be mindful of how your posture could be perceived by the client." Slowly I backed the car away, effectively diminishing my vehicle's profile and possibly even developing a little rapport with the moose in the process. As it sluggishly disappeared into the forest, I thought to myself, "That *US News and World Report* sure was right.....I haven't even been hired yet and this career move is proving pretty darn useful already."



Important Documentary Film in the Works

by Mary Ann Salvatoriello

(Editor's note: I chose the title after viewing the video clips.)

My daughter Jordan is working on a documentary entitled *Three Days to See*. Her subject is Michelle, a blind young woman diagnosed with Asperger's Syndrome, who recently graduated from the Perkins School for the Blind outside Boston. The film is inspired by an essay by Helen Keller with the same name, "Three Days to See." In the essay, Helen uses blindness as a metaphor for the way in which we can all 'lose sight' of what is important and meaningful in life.

Filming has been going on for a couple of years. My daughter is the producer of this feature documentary. This is not her first film. She has an MFA in social issue documentary filmmaking and has won numerous awards for her work. At this stage, her team is looking to raise money to complete the first phase of editing with a talented Australian editor. They are attempting to do this through an online campaign on a website called Kickstarter, an online pledge system for funding creative projects. They need to raise \$20,000 by



February 3, 2013. They have raised more than \$7,000 so far! The great thing about Kickstarter is your donation is tax deductible and when you donate, you receive rewards for making a pledge. **The team has 45 days to raise the funds and if they don't raise enough, they get none of it.** The deadline is fast

approaching!

You can view Jordan's Kickstarter page here and watch the video trailer: <http://www.kickstarter.com/projects/threedaystosee/three-days-to-see>. This reminds me of Dan Habib's film, *Who Cares About Kelsey*. If you have any suggestions or comments from your experience with *Who Cares About Kelsey?* that you think would be helpful to my daughter, you can e-mail her directly at reelchangeegal@gmail.com. If you wish to learn more about Jordan's documentary work, you can visit <http://www.gracelandgirlsdocumentary.com/> and <http://www.therosecoloredglasses.com/>.

Thank you,
Mary Ann Salvatoriello

NHASP Mini Skills Workshop

504 vs. IEP

January 17, 2013 • 4:00 pm-8:00 pm

Presenter: Sandy Adams

Understanding 504: This is an interactive workshop designed to review the intent of Section 504 accommodations, the differences between 504 and special education, and recognize the importance of the school psychologist's role in the 504 process. Participants are encouraged to bring case studies for round-table discussion following the presentation.

Where: Plymouth State University Concord • 2 Pillsbury Street

Concord, NH 03301

In addition, two study groups will take place following this mini-skills workshop and will be available to participants for no additional cost.

February 4 and March 4, 2013: 4 to 6 pm, also at 2 Pillsbury Street in Concord, NH

Registration deadline was January 11, but if you haven't registered and wish to attend, please write or call Tari Selig (603) 424-5931 X1160; tselig@litchfieldsd.org

Helping Children with Incarcerated Parents

by Leo R. Sandy

One important focus of intervention is children of incarcerated parents because this population is at high risk for learning and behavior problems as well as criminal behavior. Thus, it would behoove school counselors and school psychologists to do all they can to bring preventive and corrective interventions to these children who may suffer in silence about their parent's incarceration due to feelings of shame.

Due to the high rate of imprisonment in the U.S., one in forty children have incarcerated parents and a much larger percent have parents involved with the criminal justice system as in the case of parole and probation. Most recent statistics indicate that over 1.5 million minor children have a parent in prison in the U.S. Twenty two percent of these children are under 5 years old and 58% are under 10. Many of these children believe that they are the cause of their parent's imprisonment. Others feel anger that their parents made their lives more difficult. In these respects the incarceration of the parent is a loss similar to what children experience during divorce or the death of a parent. Boys separated from their parents because of parental incarceration are five times more likely to be incarcerated by the time they are adults, are more likely to struggle with internalizing behaviors such as depression and anxiety, and externalizing behaviors such as aggression and conduct problems. They may also exhibit characteristics of trauma-related stress such as difficulty sleeping, concentrating and forming attachments with caregivers and other individuals. Other maladaptive behaviors include learning problems, truancy, early pregnancy, and drug abuse. Long term psychological effects may include withdrawal, hypervigilance, shame, guilt, anger, aggression and hostility towards caregivers and siblings. A combination of fear, resentment and the sense of loss makes it extremely difficult for the child to focus on school tasks and to maintain a normal social life. Decreasing school performance, acting out at school, problems with peer relationships - sometimes even criminal behavior - are quite common among these children. The most profound effect of parental incarceration may be the loss of a child's sense of stability and safety and a feeling that his or her whole world



has fallen apart; the trauma of abandonment and insecurity may last for a very long time. Children of prisoners are more likely than other children to show antisocial and mental health problems and have about twice the risk of antisocial behavior and poor mental health outcomes.

Thus, there are both moral and practical considerations in intervening on behalf of children of incarcerated parents. The existence of so many children enduring psychological pain and inflicting pain on others comes at a high cost and is a sufficient reason for great concern. While not all children whose parents are in prison exhibit problem behavior, enough of them do to warrant our immediate attention. Those children who have endured the experience of a parent in prison and have been left relatively unscathed have in all likelihood developed resiliency through the existence of protective factors. These same protective factors need to be implemented for those experiencing stress so that they can come out of the experience emotionally stronger and not repeat the cycle of crime for which they are at high risk. Social competence, problem-solving skills, autonomy, a sense of purpose, and hope for the future are the main criteria for resiliency, and all can be taught.

There are a number of interventions that can be taken once children have been identified as having a parent in prison. They include:

- providing a positive role model within the school such as a mentor
- initiating small group counseling to include children whose parents are no longer incarcerated as well as children who have adjusted well to the experience
- maintaining periodic telephone or mail contact with incarcerated parents once it has been determined that there are no restraining orders against them and that they have a legal right to exchange information with school personnel. Such contact and communication should also be extended to primary caretakers
- doing discussions in classrooms about parental incarceration and its effects on children so that children can learn to empathize with children whose parents have been imprisoned
- providing literature in the library and for all children to access about the effect of

parental incarceration on children. Such material should also be on hand in the office to be given to specific children

- writing articles in the school newspaper, local newspaper and/or professional journals to raise awareness of the problem
- presenting at local, state, regional, national and/or international conferences on the topic of parental incarceration
- collaborating with organizations that specifically focus on helping children with incarcerated parents
- teaching children how to respond to questions about the incarceration of their parents
- helping children process before and after prison visits
- educating students and school personnel to reduce the stigma of having an incarcerated parent
- advocating at the local, state, regional and national level for policies and practices that will reduce recidivism by providing more rehabilitation, mental health services and fair sentencing

Resources on the topic of parental incarceration include the following:

Amber was Brave, Essie was Smart: The Story of Essie and Amber Told Here in Poems and Pictures by Vera B. Williams (Greenwillow Books, 2001).

Dad's in Prison by Sandra Cain, Margaret Speed & Zui Mukjia (A&C Black, 1999).

Maybe Days: A Book for Children in Foster Care by Jennifer Wilgoeki, Marcia Kahn Wright, Alissa Imre Geis (American Psychological Association, Magination Press, 2001).

My Mother and I Are Growing Stronger by Inez Muary (Volcano Press, www.volcanopress.com) *Nine Candles* by Maria Testa (Carolhoda Books, 1996).

Visiting Day by Jacquelyn Woodson (Scholastic Books, 2002).

When Andy's Father Went to Prison by Martha Whitmore Hickman and Larry Raymond (Albert Whitman & Company, 1990).

An Inmate's Daughter by Jan Walker (Raven Publishing, 2006).

Breadwinner by Deborah Ellis (Groundwood Books, 2001).

Breaking Out by Barthe Declements (Demco Media, 1993).

Habibi by Naomi Shihab Nye (Simon Pulse Books, 1999).

Looking for X by Deborah Ellis (Groundwood Books, 2001).

The Other Side of Truth by Beverly Naidoo (Amistad, 2002).

The Same Stuff as Stars by Katherine Peterson (Clarion Books, 2002).

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check out our website at

www.nhaspweb.org

for the most up to date
information on upcoming
meetings, conferences
and more!

The New Hampshire Association of School Psychologists publishes the Protocol, its official publication, four times a year and distributes it to members as a membership benefit. We also send copies to all superintendents of schools in New Hampshire and to members of the NASP newsletter editors' network. NHASP's goals are to serve the education and mental health needs of New Hampshire children.

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Deadlines for Submission

Upcoming issues of Protocol will have the following deadlines for submission of articles, news and announcements:

<u>Deadline</u>	<u>Issue</u>
April 15	Spring
July 15	Summer
October 15	Fall