



2020 Vision: Leadership in Focus

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National Association of School Psychologists

Learning Outcomes

Participants will learn:






- how NASP is addressing member needs.
- about NASP resources, activities, and advocacy efforts
- how it is a time for leadership and advocacy
- how school psychologists are leaders – and make a difference!

Vision

All children and youth access the learning, behavior, and mental health support needed to thrive in school, at home, and throughout life.

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NASP Strategic Goals

-  Addressing shortages in school psychology
-  Advancing the role of school psychologists
-  Expanding implementation of the NASP Practice Model
-  Developing leadership skills at the local, state, and national level
-  Advocating for social justice for all children and youth



Tikkun olam

חִיקוּן עוֹלָם

- Repair or improve the world
- Concern for human welfare
- Make a positive and lasting impact

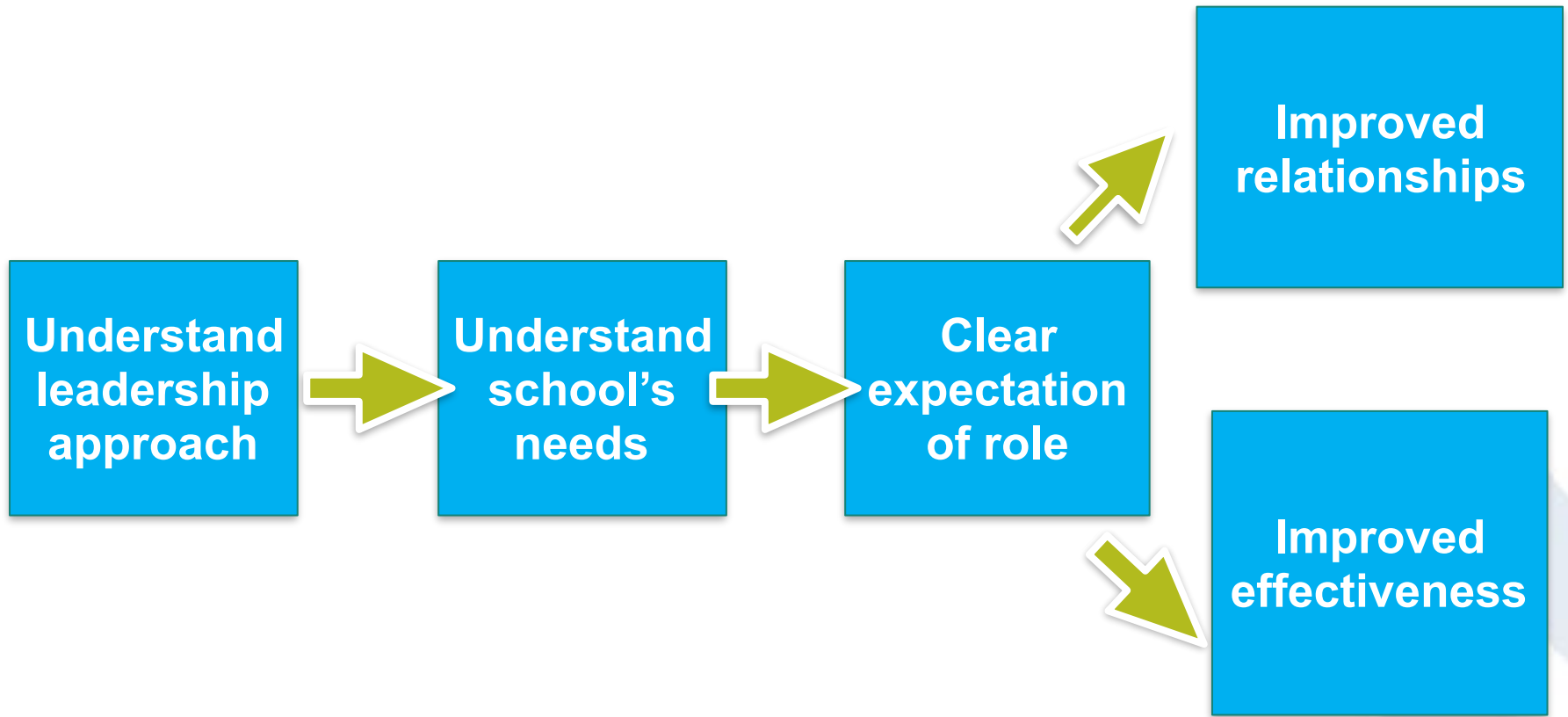
School Psychologists as Leaders

School psychologists should provide leadership in developing schools as safe, civil, caring, inviting places where there is a sense of community, in which contributions of all persons are valued, in which there are high expectations of excellence for all students, and where home-school-agency partnerships are valued.

School Psychology: A Blueprint for Training and Practice III (Ysseldyke et al., 2006)

School Psychologists are Leaders





Burns, et. al., 2017

- Influence/facilitate change
- Visionary
- Problem solving
- Passion and enthusiasm
- Competence
- Personal Character
- Communication/interpersonal skills

You might be a leader!

School Psychologists are Leaders

**Key
roles**



Influence

Consultation

Interpersonal

Expertise

Leaders are people who do
the right thing: managers are
people who do things right

Warren G. Bennis

What is leadership?

Leadership is a process of social influence maximizing the efforts of others towards the achievement of a goal.

Leadership = helping people change

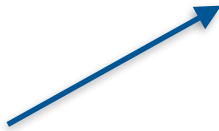
School leadership theories

- Instructional
 - Define school's mission
 - Manage instruction
 - Positive school climate
- Transformational
 - Common vision
 - Motivate
 - Individual development

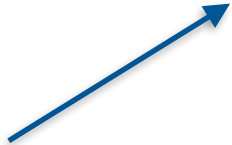
- There is no one leadership theory that fits school psychology
- Determine which leadership style is most appropriate for your school(s)
- Leadership theory is especially important for systems level supports to address student needs

Burns, et.al., 2017

Leadership



Improvement



Achievement

Selected Theories

- Traits
- Information Processing
- Transformational

Information Processing

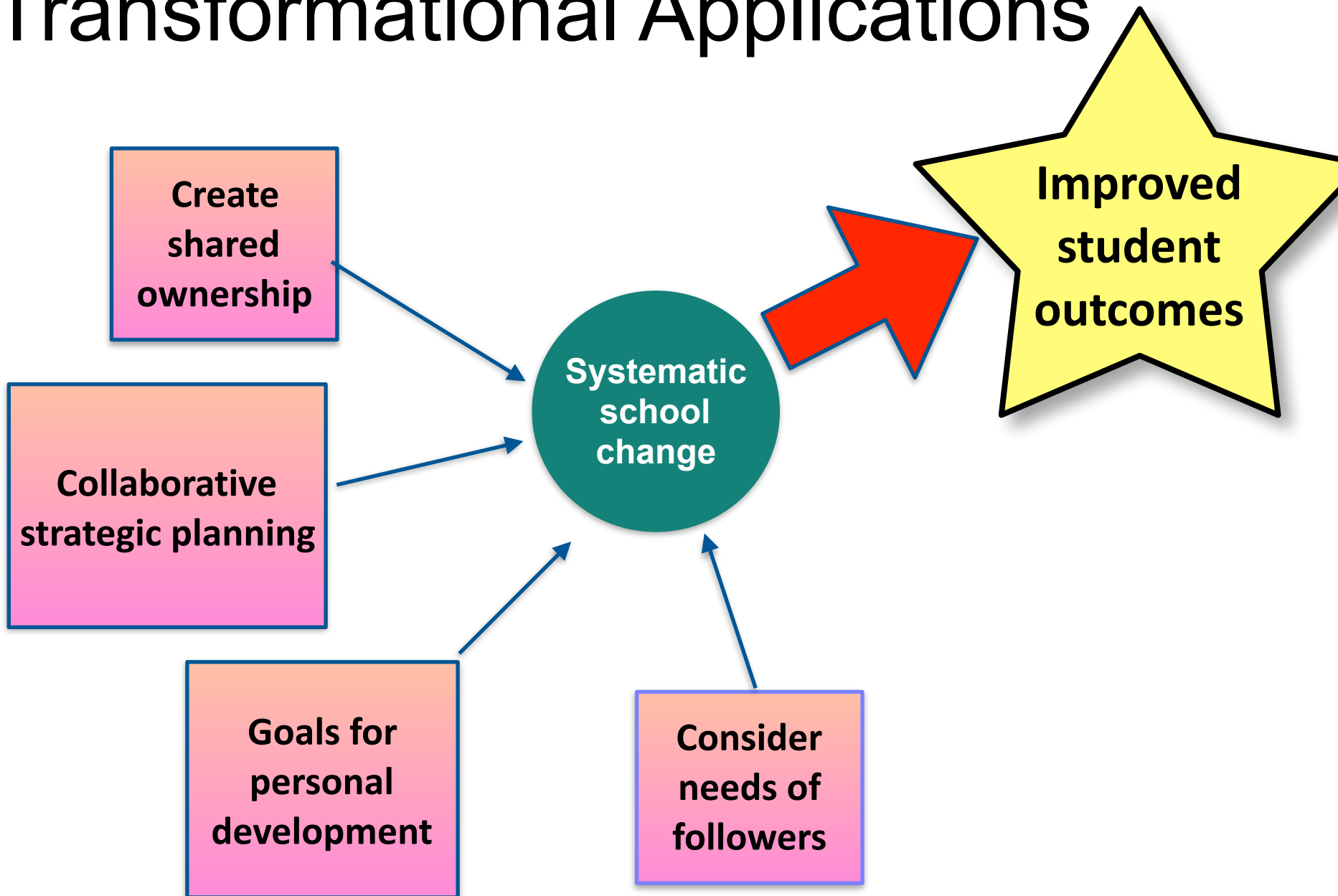
Expert knowledge
+ situational
perceptions

= Effective leadership

Transformational Leaders

- Articulate a clear vision
- Purpose-driven role model
- Inspirational
- People driven
- Change agents

Transformational Applications



Effective Transformational Leaders

- Create (or facilitate) a sense of mission
- Motivate others to join them in that mission
- Create an interpersonal environment so others can be successful
- Generate trust and optimism
- Develop other leaders
- Get results

Bennis 2007

Personal Attributes of Effective Leaders

- Facilitate change
- Competence
- Vision
- Team collaboration
- Influence

Leadership is about making others better as a result of your presence and making sure that impact lasts in your absence.

Sheryl Sandberg COO Facebook



[https://www.nasponline.org/resources-and-publications/
resources/school-psychology/leader-resources](https://www.nasponline.org/resources-and-publications/resources/school-psychology/leader-resources)

**If you are not at the
table, you may be
on the menu**

Advocacy

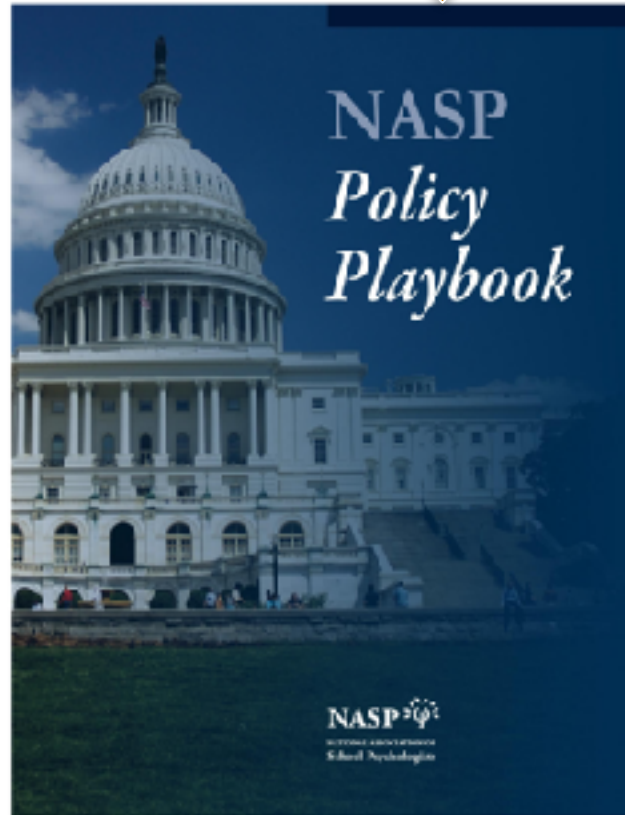
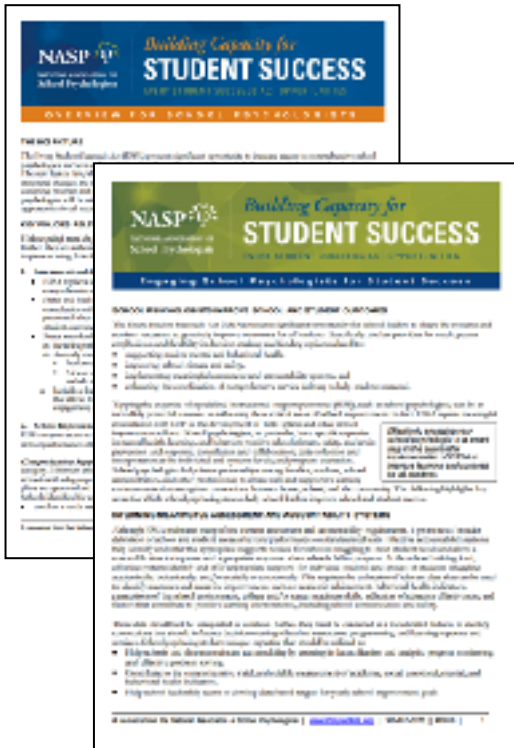
- Shortages
- Practice Model
- School Safety
- Mental and Behavioral Health
- Social Justice

Where do you need to make a difference?

NASP Advocacy Voice

Developing useful member resources

NEW! ↓



- Overview of public policy & professional advocacy
- Tips/ guidance on how to advocate
- Key messages and research on priority issues
- Sample resources

Advocacy: Make Your Voice Heard!



Advocate through the NASP Advocacy Action Center.



Learn the latest federal policy updates and advocacy initiatives from the *Policy Matters* blog.



Utilize NASP resources to inform key stakeholders of critical issues and opportunities in policy.

Our advocacy in action generated:

- *nearly 26,000 letters to Congress last year*
- *over 4,100 letters in 48 hours in support of legislation to address the shortages.*

*Share updates,
resources, and
more with
#NASPadvocates*

NASP's Advocacy Voice

Responding to current events

NASP Opposes Arming Teachers

FOR IMMEDIATE RELEASE: FEBRUARY 22, 2015

Bethesda, MD—The National Association of School Psychologists (NASP) is urging teachers as a strategy for preventing gun violence on school grounds every other organization representing school and safety professionals in its school staff is wrong. Doing so places an unrealistic, unreasonable burden on the potential to cause more harm from intentional or inaccurate discharge of a firearm than the sense of safe, supportive learning environments. Equally associated with training and arming school staff diverts critical resources from strategies known to reduce violent behaviors such as mental health services, effective threat assessment practices, properly trained school and community law enforcement, and other strategies for the safety of all students.

NASP, along with the National Association of School Resource Officers, the National Association of Elementary School Principals, the National Association of Secondary School Principals, the National Association of State School Boards, the National Association of State School Boards, and the National Association of State School Boards, [outlined a Framework for Safe and Successful Schools](#), outlining the 2014 safety. This includes improving access to school-employed mental health professionals, school counselors, and school social workers, who serve on students' mental health needs and provide these services for students, themselves or others. Additionally, we need improved coordination and collaboration with school staff, community mental health providers, law enforcement, and other close allies in response to at-risk students and ensure they receive the interventions they need.

NASP also strongly believes that possession of a firearm should be limited to trained school resource officers. Like other law enforcement agencies, the School Resource Officers has clearly articulated in [their recent report](#) associated with individuals possessing firearms who lack extensive law enforcement authority to enforce public safety. Among these risks are that an individual uniform could be mistaken for the shooter, firearm skills degrade quickly in practice under high stress conditions, being able to shoot a gun does not mean a person is trained to shoot another person, and discharging a firearm in a crowded setting is extremely risky.

NASP recognizes that many effective gun laws are critical to reducing gun violence and policies that keep guns out of the hands of those who would harm that access to weapons intended to cause mass destruction in a short amount of time.

Our nation must focus on the approaches that genuinely safeguard the well-being of the school staff who work to educate, empower, and protect their students in schools in most cases of those approaches.

NASP Opposes Arming Teachers

For Immediate Release from the National Association of School Psychologists | www.nasponline.org



Press Release

FOR IMMEDIATE RELEASE

JUNE 8, 2015

Contact: Katherine Cowen, Director, Communications
301-527-1501 • kcowan@nasponline.org



NASP Calls for an Increase in Access to Suicide Prevention Resources

Bethesda, MD—The high-profile suicide deaths of Katy Spide and Anthony Bourdain this week draw attention to the imperative to recognize and support individuals who may be experiencing a serious mental health problem or significant life stressors that can increase suicide risk.

Suicide is a growing health crisis in this country. [Statistics](#) from the U.S. Centers for Disease Control and Prevention (CDC) indicate that suicide rates in the United States rose by 27% from 1999–2014. It is the third leading cause of death for youth between the ages of 10 and 24 years, though the scope of the problem extends beyond adolescents by suicide. Sixteen percent of U.S. high school students have reported seriously contemplating suicide, 13% reported attempting a gun, and 8% reported trying to take their own life, with approximately 117,000 youth between the ages of 10 and 24 years treated in emergency rooms annually for self-inflicted injuries ([CDC, 2014](#)). **We must increase stigma awareness efforts and raise awareness about suicide risk factors, signs of suicidality, and the many ways to get help.**

NASP calls on national leaders and policymakers to increase access to mental health services both in schools and in the community, improve suicide awareness and prevention training for all members of the public, and provide genuine mental health parity in both public and private health insurance plans. **We also urge that every school has a comprehensive safety and crisis team which includes school psychologists, school counselors, and school social workers who are trained in effective suicide risk and threat assessment practices.**

Importantly, while attention to the suicide deaths of well-known individuals provides an opportunity to raise awareness, it can also increase risk. Research shows that exposure to another person's suicide, including extensive media or social media coverage, can be one of the strongest factors for youth struggling with mental health conditions rise as a reason they contemplate or attempt suicide. **We urge the media to follow best practices in reporting on suicide to minimize the risk of contagion.**

We encourage educators and parents to be aware of potentially vulnerable children and youth, and for school leaders to be aware of potentially vulnerable staff. Suicide is most often the result of a combination of risk factors. These can include a mental illness such as depression and anxiety, the recent break-up in a relationship or loss of a loved one, family or financial problems, health problems, bullying and harassment, sexual or physical abuse, and substance abuse.

NASP Calls for an Increase in Access to Suicide Prevention Resources

For Immediate Release from the National Association of School Psychologists | www.nasponline.org | 301-527-0270

Press Release

FOR IMMEDIATE RELEASE

MAY 1, 2015

Contact: Katherine Cowen, Director, Communications
301-527-1501 • kcowan@nasponline.org



NASP Urges Continued Caution in Media Coverage of School Shootings

Bethesda, MD—The recent school shootings in North Carolina and Colorado are two more tragic examples of the challenge we face as a nation to keep our children, schools, and communities safe from gun violence. While school shootings are statistically rare, even one is unacceptable. There are many contributors to the challenge, including appropriate prevention and preparedness efforts, effective policies and laws, and the capacity for sustained recovery and school community support. Media coverage of these events can have a significant influence on public understanding and perception of these issues. It is imperative that this coverage do so wisely.

NASP previously has issued [Guidance on Appropriate Media Coverage of Crisis Events Involving Children and Youth](#). It has been encouraging to see some media outlets adjusting coverage to honor the victims and avoid undue attention on the perpetrator that might cause contagion (e.g., not mentioning their name or showing pictures of them not dwelling on details of their background, behavior, and plans). This is helpful.

We have some concern, though, about the nature and tone of the extensive coverage of and related social media engagement regarding the shooters who lost their lives by physically engaging with the shooters. Without question, these young people acted selfishly and helped to save lives. They deserve to be honored and remembered. However, we caution against sensationalized **gossiping** that can be only high risk of contributing to an overall national level of panic, particularly when it involves youth. The words and tone used matter and should not mock or minimize the other reasonable choices that might be made in such a situation or the help and treatment that is available. It should be reinforced that other options exist, that help is available, and lives are saved.

Children and adolescents are impressionable and impulsive by nature. They can believe in their own invincibility. The action lines move and video game worlds where characters can die, then come back to life (or have multiple lives) may foster the thinking and response capabilities of some youth. As a society, we have a need and deep appreciation for our life heroes—such as those in service to our country—that our children feel as well. All children want their parents, families, teachers, and peers to be proud of them. These are powerful contexts within which young people may absorb images of “hero students”. Social media provides a visual and rapid transmitter for magnifying these sentiments, even when the goal is to show respect and support for victims, their families, and school communities. **We realize that there is a fine line between rightly recognizing the**

NASP Urges Continued Caution in Media Coverage of School Shootings

For Immediate Release from the National Association of School Psychologists | www.nasponline.org | 301-527-0270

Infographics to Educate and Activate

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www.nasponline.org/infographics

SCHOOL PSYCHOLOGISTS

support students' ability to learn and teachers' ability to teach.

THEY ARE EXPERTS IN

- Learning
- Behavior
- Mental Health
- School Systems

THEY PROVIDE

- Academic, behavioral, and emotional support
- Consultations with teachers and families
- Culturally responsive services
- On-site prevention and response

THEY SUPPORT

- Learning and achievement
- Students' attendance and well-being
- Safe and successful learning environments
- Students' social and emotional well-being
- Students' cross-cultural communication

THEY SERVE

In schools and other educational and clinical settings.

RECOMMENDED RATIO

1 school psychologist per 500-700 students

Lowering barriers to learning is critical to children's success in school. Let's do our part to make sure every child has the help they need.

School Psychologists Building Bridges Between Students and Success

There is Hope. There is Help. Suicide is Preventable.

If you or someone you know is thinking of trying to suicide, get help immediately. Call 911 or the National Suicide Prevention Lifeline at 1-800-273-TALK or text "HOPE" to 47848 to talk to the Crisis Text Line.

Things to Know and Say

- Everyone's life matters. Help is available.
- People do care. Treatment works.
- Don't keep it to yourself. Talk to a trusted adult.

What to Do

- Identify trusted adults at school and home.
- Seek help and support.
- Consider downloading helpful apps like Virtual Hope Box, MIB, or My Friend Poet.
- Recognize the warning signs in yourself, your friends, or social media.
- Get help. You can't do it alone.
- Tell a school psychologist, counselor, teacher, parent, or other adult.
- Call 911 or 1-800-273-TALK or text "HOPE" to 47848.

Reminders for Friends

- Don't let. Listen. Be available to your friend.
- Don't let. Ask if they have thoughts of trying to hurt themselves.
- Protect. Take away the tools they make it easy to use. Do not agree to keep a secret. Tell someone.
- Stay. Do not leave alone a person you are concerned about going at home and ask. You might be their lifeline.
- Act. Call for help immediately!

Warning Signs

- Suicidal thoughts, both direct ("I want to die") and indirect ("I don't want to go to sleep and not wake up")
- Suicide notes, plans, social media posts
- Making final plans, giving away favorite things
- Preoccupation with death or anything
- Changes in behavior, sleeping, eating, acting a lot, thoughts and feelings
- Withdrawing from family, friends, activities
- Sudden unexplained happiness

Risk Factors

- Mood (depressed, anxious)
- Chronic mental illness (e.g., bipolar)
- Previous suicidal thinking and behavior
- Having family members or friends who have attempted or died by suicide
- Loss of an important relationship (e.g., breaking up)
- Being isolated or alone
- Having been threatened, harassed
- Drug and alcohol use
- Access to weapons

NASP logo

For more information, visit www.nasponline.org/school-mental-health. © 2019 National Association of School Psychologists

SCHOOL PSYCHOLOGISTS SUPPORT STUDENT MENTAL HEALTH

1 in 5 of school students suffer from a mental health disorder.

1.1 Million high school students struggle with a mental health disorder each year.

45% of school students report a positive mental health experience.

Students are more likely to seek mental health support at school if there is a school psychologist.

SCHOOL PSYCHOLOGISTS ARE TRAINED TO PROVIDE MENTAL HEALTH SERVICES IN SCHOOLS

- Mental Health Assessment
- Consulting & Behavior Support
- Crisis Intervention & Referrals

SHORTAGES PREVENT SCHOOLS FROM MEETING STUDENT NEEDS

Recommended Ratio: 1:500-700

Shortages Result In:

- Delayed access to services
- Reduced student attendance
- Increased risk of self-harm and suicidal thoughts
- Increased risk of student suicide

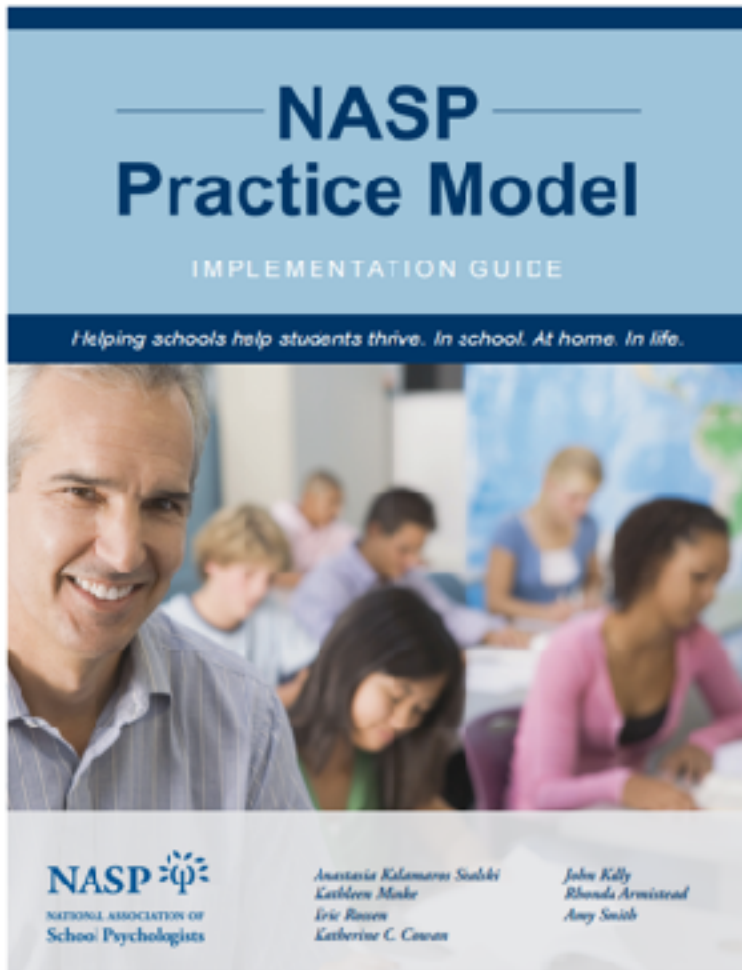
The National Risk: 1:1,312

ADDRESSING THE SHORTAGE OF SCHOOL PSYCHOLOGISTS

- Partnerships with state and local agencies
- Recruitment by providing scholarships and loan forgiveness
- Mentorship and training programs
- Increasing positions in schools and community mental health centers

School psychologists play a critical role in supporting students' mental health and safety.

NASP Practice Model Implementation Guide



- Realistic guidance and action steps
- Practical strategies and ideas for practitioners
- Helpful resources and adaptable tools
- Discussion and staff development questions
- Online, interactive, updated

Home » Research & Publications » NASP Practice Model

NASP Practice Model Implementation Guide

In This Section

- Using the NASP Practice Model Implementation Guide
- Section I: NASP Practice Model Overview
- Section II: NASP Practice Model Implementation & Service Delivery
- Section III: NASP Practice Model Implementation and Support of School Psychology Services

Section I: Introduction to School Psychology Services Under the NASP Practice Model

Section II: Advancing Steps for Promoting the NASP Practice Model

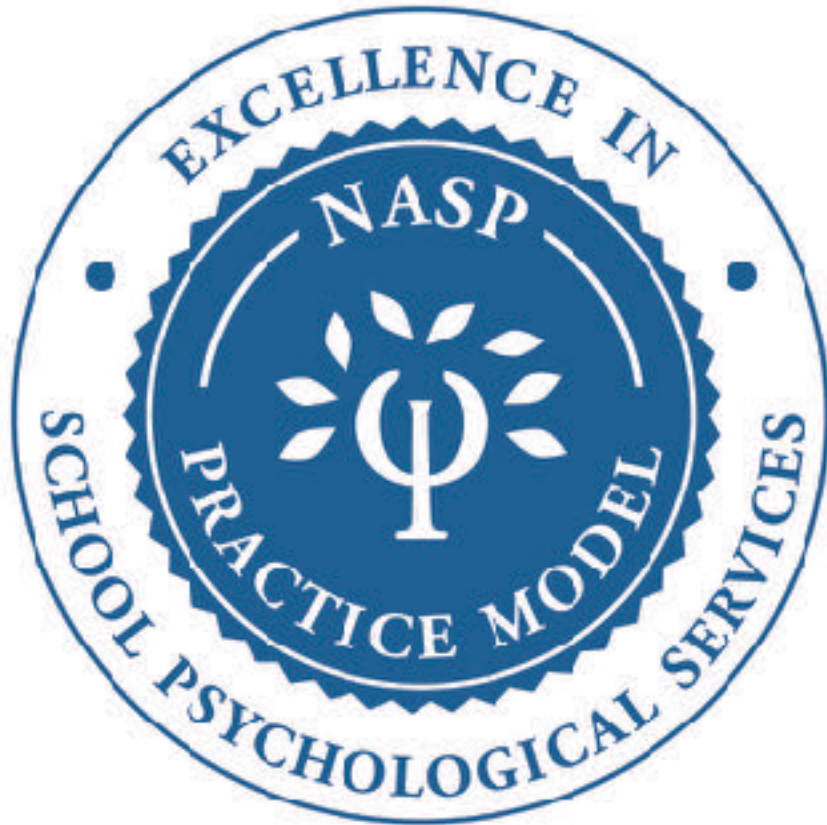
Using This Guide
This guide is designed to help you promote the implementation of the NASP Practice Model by setting goals that meet the needs of your school building, district, or state, while also recognizing what is in place, as well as recognizing what is needed to support implementation.

I. Practice Model Overview
The NASP Practice Model has a clear range of outcomes and also that school psychologists possess a wide range of core knowledge and skills to meet the needs of your, families, and schools, as well as recognizing the principles of effective schools.

II. Implementation
By identifying a set of existing or newly needed practices, your school or district, you and your colleagues can then design a comprehensive service delivery model to ensure that all students are achieving beyond an academically sound, and eventually.

Home | More | More | More

Excellence in School Psychological Services (ESPS) Recognition Program



- Structured self-evaluation tool
- Method to facilitate change
- Mechanism to raise the profile of school psychologists
- Tool to advocate for more effective organizational structures and supports
- Incentive benefits
- Formal, public recognition
- 4 levels of recognition to highlight improvement

Social Justice and Diversity

- NASP strategic goal
- A **social justice** definition for school psychologists
- Articles and blogs
- Podcasts
- Lesson plans
- Discussion guides
- **Follow #SP4SJ**



School Safety & Crisis Prevention


www.nasponline.org/safety-and-crisis

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**Talking to Children About Violence:
 Tips for Parents and Teachers**

High profile acts of violence, particularly in schools, can confuse and frighten children who may feel in danger or worry that their friends or loved ones are at risk. They will look to adults for information.

1. Read their school books
2. Ask their school books
3. Keep their school books
4. Review their school books
5. Observe their school books

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School Safety and Crisis


**Information Regarding the Upcoming Release of
 13 Reasons Why, Season 2**


The National Association of School Psychologists (NASP) has received numerous requests for guidance regarding the upcoming second season of the Netflix series 13 Reasons Why. Netflix has not formally announced the release date, but

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**Helping Children After a Natural Disaster:
 Tips for Parents and Educators**

Adults can help children manage their reactions after a natural disaster. Follow these key reminders and visit www.nasponline.org/natural-disaster to learn more.

 **Remain Calm and Reassuring**
 Children, especially young ones, take cues from adults. Acknowledge loss or destruction, but emphasize efforts to clean up and rebuild. Assure them family and friends will take care of them and over time things will get better.

 **Acknowledge and Normalize Most Feelings**
 Allow children to discuss feelings and concerns, but don't force them to talk about the disaster. Listen, empathize, and let them know most initial reactions are normal. Be attentive to, and obtain assistance for, feelings and concerns that may suggest that the child (or anyone else) is in harm's way.

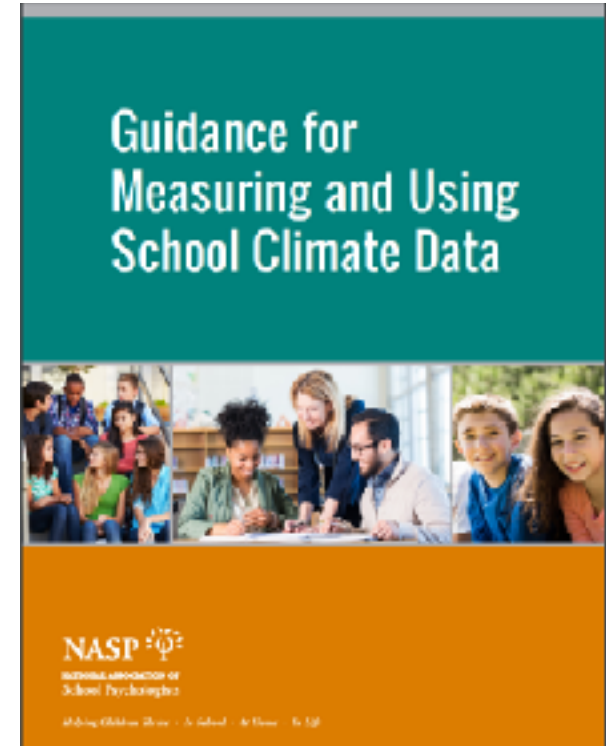
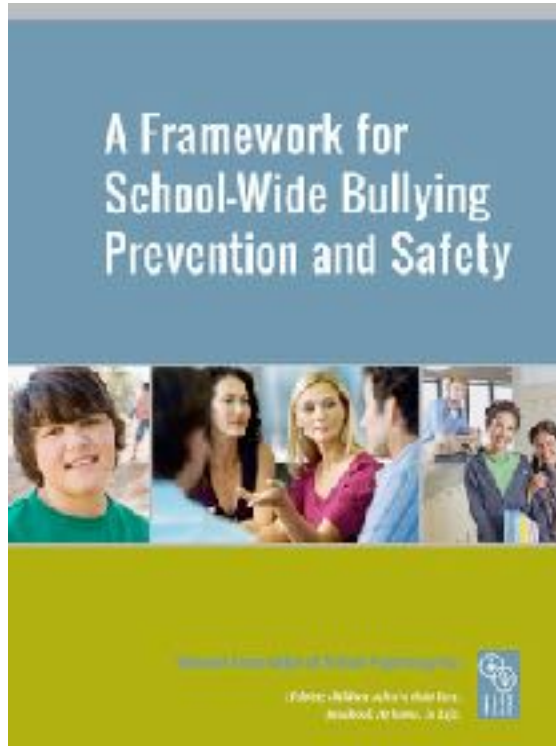
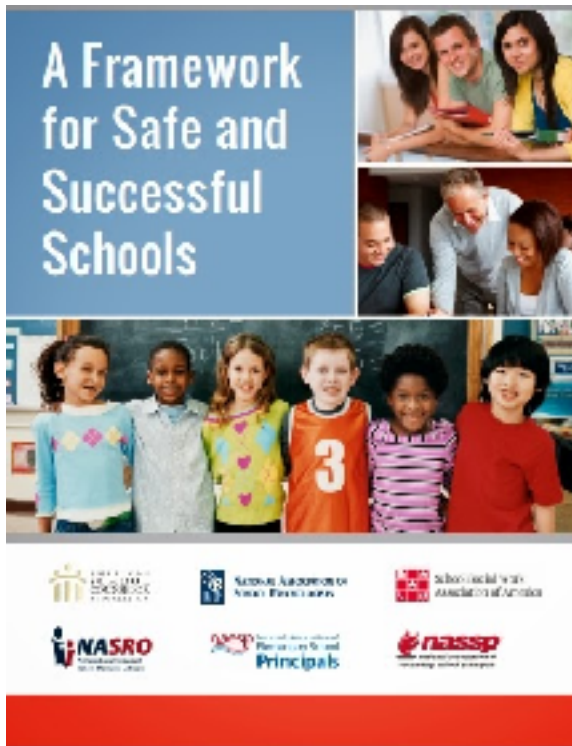
 **Emphasize Resiliency**

Competencies	Strategies	Awareness
Help children identify coping skills used in the past.	Encourage prosocial behaviors and good decision-making.	Highlight communities that have recovered from disasters.

- School violence
- Natural disasters
- Threat assessment
- Suicide prevention
- Bullying & harassment
- Addressing trauma
- Behavior & discipline

School Safety and Climate

NEW!



<https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis>

PREP_aRE School Safety and Crisis Training Curriculum, 3rd Edition

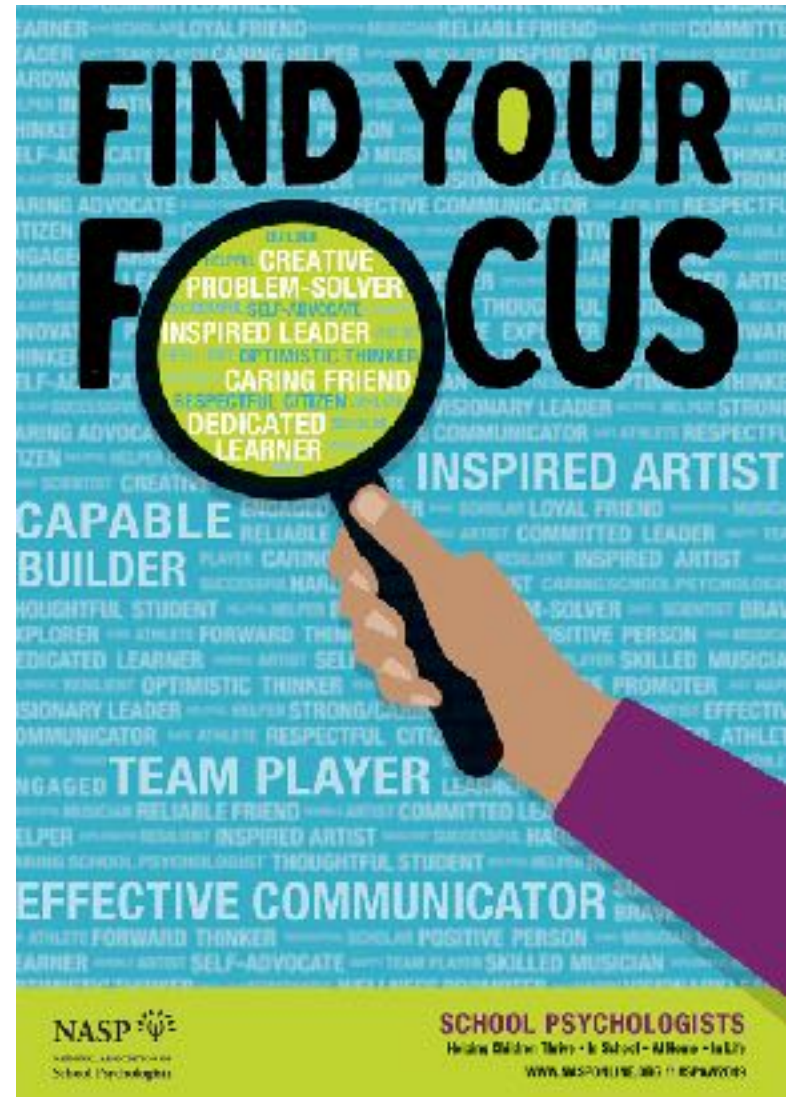


- **Core workshops released summer 2019**
- Comprehensive school safety and crisis training
- Crisis team and plan development
- Interdisciplinary/ interagency collaboration
- Online materials, adaptable resources
- Sustainable and affordable
- **Follow #NASPprepared**

www.nasponline.org/prepare

School Psychology Awareness Week

- **November 11-15, 2019**
- Theme: *“Find Your Focus.”*
 - Adaptable resources and activities to do with staff and students
 - Virtual Hill Day
 - Gratitude Works Program
 - Possibilities in Action Partners colleague recognition program
 - Student POWER Award recognition program



www.nasponline.org/spaw

SAVE THE DATE

NASP 2020

ANNUAL CONVENTION



**Baltimore
Convention Center**
Baltimore, MD
February 18-21, 2020



WWW.NASPONLINE.ORG/NASP2020

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www.nasponline.org/conventions

**Registration opens
in October!**

NASP Online Learning Center

The screenshot shows the top navigation bar of the NASP Online Learning Center. The header includes the NASP logo (National Association of School Psychologists) and the tagline "Helping Children Thrive • in School • at Home • in Life". Navigation links include "About NASP", "NASP Store", "Career Center", and "Join NASP". A secondary menu offers "About School Psychology", "Resources & Publications", "Professional Development", "Standards & Certification", "Research & Policy", and "Membership & Community". Below the navigation is a search bar with a "Go" button and a "Advanced Search" link. A user greeting "Hello Katherine My Account" and a "Cart" icon are visible. The main content area features a video player for "Culturally Competent Evaluation of SLD With ELLs: Determining 'Difference vs. Disorder'" with a "Watch Preview" button. To the right, there are sections for "HOW TO SIGN IN" and "2019 Convention Bundles".



Documented NASP-Approved CPD



Recorded premier content from NASP conventions



Live and archived webinars

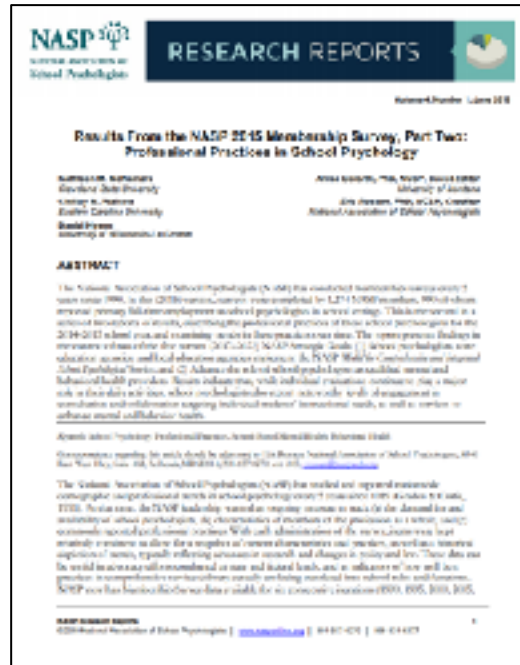
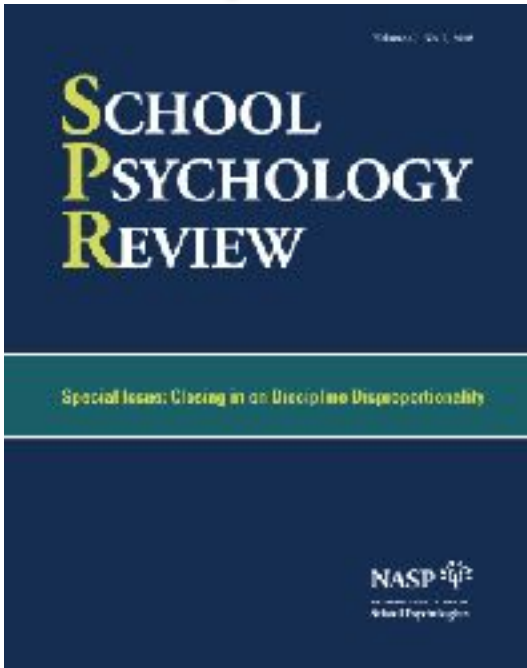


Ability to start, stop, and review content

<https://nasp.inreachce.com/>

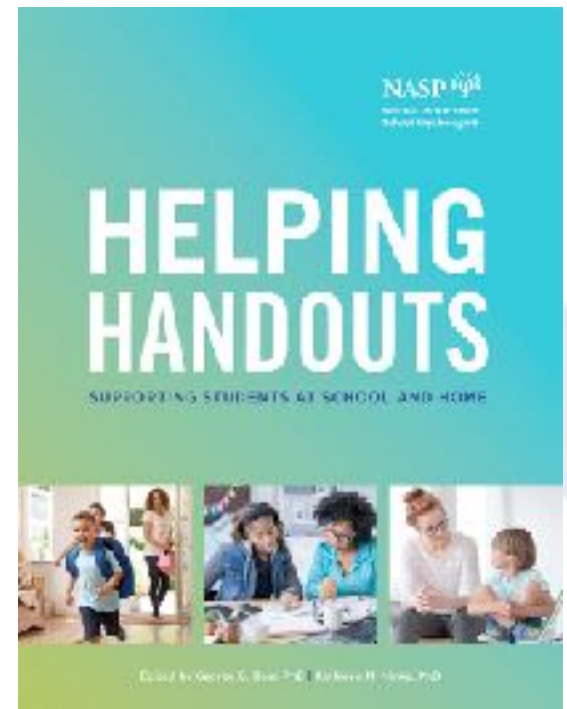
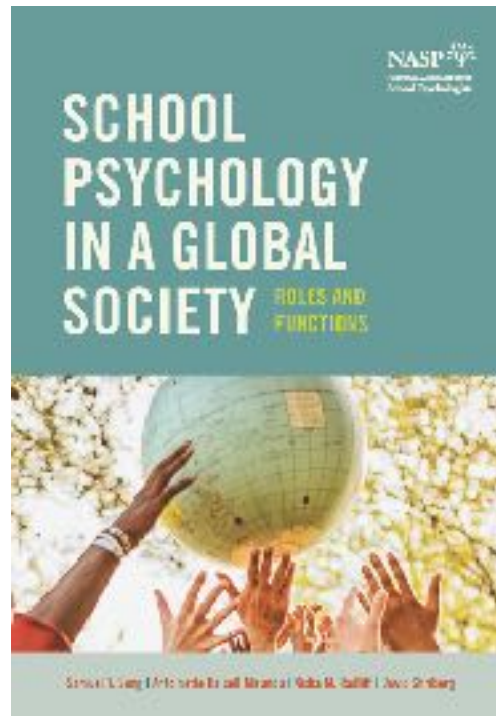
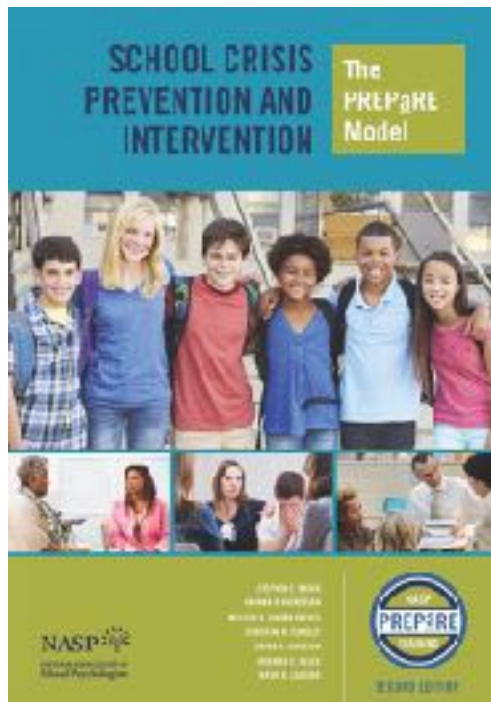
NASP Periodicals: Research to Practice

Available on the NASP Publications App



Access complete issues online at
www.nasponline.org/resources-and-publications

Featured NASP Publications



www.nasponline.org/publications

NASP Standards Revision

- Principles for Professional Ethics
- Standards for the Credentialing of School Psychologists
- Model for Comprehensive and Integrated School Psychological Services (the NASP Practice Model)
- Standards for the Graduate Preparation of School Psychologists

Because....

- What you do matters
- What WE do makes a difference for children



Thank you,
NASP Members!

**Join or Renew
Today!**

www.nasponline.org/join



Helping Children Thrive • In School • At Home • In Life