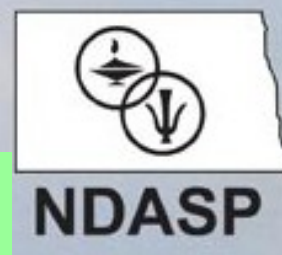


Summer-Fall 2009
Edition

NDASP

North Dakota Association of School Psychologists



Fall Convention Presents: "Building Support for ELL
Students and Other Students of Diversity"

OCT 8 & 9 in Bismarck-See Pages 18-21 for Registration and Agenda

Special points of interest:

- President's Letter-
Mary Dosch
- Spring 2009 Meeting
Minutes
- Delegate Report
- Home-School
Communication with
Native American
Families
- 2009 Fall NDASP
Convention
- Preventing Suicide in
Rural America
- How to Make a
Violent Youth
- Parsing the
Achievement Gap II
(April 2009 ETS)



NDASP

Editor: Paul Dauphinais
padauphi@srt.com

President's Letter

Hello everyone,

I hope you have all been re-energized over the summer months as we return to another school year. This past year our goals have been to focus on three issues: membership isolation, greater diversity with an emphasis on ELL students, and over identification of Native American students in Special Education. To address each of these issues, the NDASP board has worked diligently to put together a fall conference spotlighting each of these issues. On October 8th and 9th, our fall conference will be held in Bismarck at the Kelly Inn and Suites. On Thursday, we will concentrate on the over identification of Native American students, as well as research and strategies that have been successful for Native American students. We will also have a workshop on teaching academic vocabulary which significantly correlates with success in school for all students, but especially English Language Learners. On Friday, Dr. Sylvia Linan-Thompson, who has done extensive research with ELL students, will share her research and strategies that have worked to help ELL students be successful in our schools. For more information on Sylvia's work, go to [http://www.cal.org/create/about/Bio-Linan Thompson.html](http://www.cal.org/create/about/Bio-Linan%20Thompson.html) . Please share this professional development opportunity with your school districts and their faculty. Administrators, general education teachers, special education teachers, school psychologists, school counselors, ELL teachers—basically anyone involved with education would benefit from this conference!

On Thursday evening, October 8th, we will have our business meeting to discuss NDASP plans for the 2009-2010 school year. We will be setting new goals for the year and I invite each of you to share your needs and concerns so that we can best serve the students in North Dakota. Special thanks to the coordinators of this conference, Tamara Waters-Wheeler, Jill Doppler, and Julie Kost, for all of their hard work!

I look forward to seeing all of you at the conference and hearing from you. Please feel free to e-mail me at doschma@mnstate.edu.

Sincerely,

Mary Dosch

NDASP President

2009 NDASP Officers

President	Mary Dosch
Pres Elect	Nikki JOhnsrud
State Webmaster	Wayne Lebon
Treasurer	Megan Sparrow
Secretary	Jennifer Stroh

Home-School-Community Communication With Indigenous American Families
By Paul Dauphinais, Elvina Charley, Carol Robinson-Zañartu, Olivia Melroe, & Sally Baas
Reprinted from the NASP *Communiqué*, Vol. 37, #5
January/February 2009

Members of the Indigenous Americans Group of the Multicultural Affairs Committee Indigenous Americans typically identify by individual nation, tribe, band, clan, and/or community. Because we/they are the first people, and in fact indigenous to the Americas, and because the term Indigenous American recognizes the roots of cultural wisdom and the connection of indigenous people with what Deloria and Wildcat (2001) refer to as the critical cultural relationship between power and place, we have chosen to use and introduce this term to NASP members and readers. In this way, we recognize the common roots and bonds between what has been previously referred to as Native Hawaiian, Alaska Native, First Nations, and Native American Indian. We recognize as well common elements among these groups and those indigenous to Central and South America, and that indigenous peoples from other continents and from many Island nations also share many parallel experiences and issues, including those central to education.

Indigenous Americans come from cultures rich in traditional knowledge, survival, resilience, and healing. Most Indigenous Americans experience “living in two worlds,” that of their traditional or tribal culture and that of the dominant culture. Although many other groups straddle two cultures, for Indigenous Americans the differences across the two worlds are vast, encompassing differences in basic values, ways of being with one another, belief systems, as well as in languages and behaviors. This biculturalism reflects and requires maintaining language, oral culture/traditions, and spirituality within a dominant society. As school psychologists working with indigenous communities, it is critical to have a fundamental knowledge of the ecosystemic (micro/macro) factors that contribute to the current spiritual, social emotional, cognitive, and physical needs and resilience of the youth, families, and communities, as well as that need to walk and live in “two worlds.”

Diversity Among Indigenous Americans

The United States “recognizes” over 500 distinct tribal groups in the United States through treaty. Other tribal groups do not have existing treaties with the U.S. and are therefore not “federally recognized.” The use of the term nation is sometimes used to acknowledge the sovereign and parallel status that indigenous groups hold in relationship to the U.S. government. Because of the large number of tribal groups, one cannot make assumptions that what is true for one tribal group is true for another. Tribes have distinct languages, cultures, traditions, and beliefs; degrees of acculturation vary widely. In addition, intermarriage among tribal groups and life in urban centers has created pan-Indian cultures. Local indigenous ceremonies may come from a tribal group dominant in the area, but not be distinctive to one’s own tribal group. For example, in many parts of the country the Lakota language is used in ceremonies even though many participants are not Lakota or even Sioux. Many Indigenous Americans living in urban areas rely on these pan-Indian traditions to provide the balance and spirituality they seek.

There was a period of time when it was not in one’s best interest to be identified as Indigenous American (or Indian or Native), and in some locales this identity still inspires stereotypes and mistreatment. Therefore, the language, traditions, mannerisms, ways of knowing (epistemology), and ways of living were not shared readily with children and grandchildren. However, more recently, as it has become apparent that affirming one’s culture, language, and tradition supports resilience, this trend has begun to reverse. Most of those who have Indigenous heritage now take great pride in it.

In interacting with Indigenous American children and families, one cannot assume universality in describing any one family or child. Given this caveat, a school psychologist’s interaction with Indigenous American youth may be influenced by recognition of differences in communication styles, help-seeking behaviors, and attribution of their child’s disability. While we are able to make some distinctions among these various contexts, communication with Indigenous American families and children transcends all of these situations. While school psychologists’ cross-cultural interaction may be unique for each family or young

A DEVELOPMENTAL TRAJECTORY of EARLY ONSET of AGGRESSIVE BEHAVIOR in BOYS: A CASCADE MODEL OF INFLUENCES

Donald Meichenbaum, Ph.D. was Keynote speaker at NASP in Boston-this is just a teaser...

Genetic Vulnerability Contributions- - Aggressive youth are more likely to be the offspring of teenage mothers who engage in assortative mating with antisocial males. Also, aggressive patterns can be intergenerationally transmitted. In terms of prevention, Chamberlain (2003) reported that peer nomination of girls in Grade 4 indicated that 11 years later, 50% of the aggressively nominated girls became pregnant in comparison to 25% of non-aggressive girls. Controversial girls - - those who in 4th grade were well liked and disliked by others because of aggressive behavior also had a 50% child bearing rate.

High-risk Prenatal Environment - - Mother is more likely to use drugs during pregnancy, have poor eating habits, experience high stress and lack of medical care.

Adverse Social Context - - Poverty is the strongest predictor of violence. With poverty comes such factors as social instability, unemployment, high rates of mobility, social disadvantage, discrimination, exposure to violence in the home and neighborhood, absence of prosocial male role models, high incidence of single mother, low neighborhood access to social services. Such poverty can reduce parents' capacity for consistent, supportive parenting. Note that the development of aggressive violent behavior is associated with class and social conditions, and not with race or minority status.

Early Developmental Risk Factors - - Exposure to genetic and intrauterine risk factors can contribute to a child being born with a difficult temperament and being difficult to socialize. If this is exacerbated by a clinically depressed mother, then this can contribute to attachment difficulties and poor bonding (insecure, avoidant attachment).

Cumulative exposure to victimizing experiences such as parental withdrawal and rejection, neglect, physical family violence, neighborhood violence, exposure to toxins, war, dislocation, natural disasters with an accompanying loss of resources. (See Edwards et al. 2005 for a Questionnaire designed to assess the cumulative impact of Adverse Childhood Experiences (ACE) on health outcomes). There are numerous neuropsychological sequelae of exposure to Adverse Childhood Experiences. High ACE scores can cause cerebral asymmetry (left side of the brain can be seven times less active than the right side), structural changes and neurochemical changes that contribute to delayed language development, metacognitive and emotional regulation deficits. (See www.melissainstitute.org for a discussion of these deficits and the implications for training).

Consider an analogy of the need of physical prosthetic devices for children who are confined to a wheelchair with that of "traumatized" children who have neurophysiological impairments due to victimization experiences requiring Meta-cognitive Prosthetic Devices (MPDs) (See www.teachsafeschools.org for a description of MPDs). Note that various forms of violence in families can co-occur (see Melissa Institute Conference on Family Violence).

Lack of School Readiness, especially in terms of reading comprehension skills. Reading problems and Conduct Disorders can overlap, but usually reading problems precede the development of Conduct Disorders (CD). The combination of ADHD/CD and reading problems has a very poor prognosis. Children at-risk due to social disadvantage and/or victimization experiences will enter school up to 2000 to 3000 vocabulary words behind their peers. This difference in vocabulary will grow larger over the course of schooling and contribute to academic failure. There is a high correlation between the level of reading comprehension and the level of violence. Up to 70% of juvenile offenders are functionally illiterate. Reading comprehension scores by grade 3 are one of the best predictors of who graduates high school. (See www.teachsafeschools.org for ways to help students improve reading competence). Also, consider math deficiency (See Meichenbaum & Biemiller, 1998).

Development of Early Behavior Problems- - Disruptive Behavior Disorders and Comorbid Disorders, Oppositional Defiant Disorder, Conduct Disorder, ADHD, Impulse Control Disorders, Learning Disabilities and accompanying Physical Disabilities. The presence of callousness (lack of empathy and concern about other's feelings), not able to readily recognize emotions in others, demonstrate hostile attribution bias, poor social problem-solving, poor verbal/analytical abilities, lower IQ, emotional dysregulation, early patterns of externalizing behaviors that remain consistent over time, are all evident in aggressive youth.

Academic and Social Failures

Academic- May be youngest in class - - maturationally less developed. Disruptive classroom behavior, poor peer relationships and academic failure contribute to grade retention, placement in Special Education classes resulting in "tracking" with other similarly disruptive students. More conflicts with teachers contribute to being sent to Principal's office and results in missing class work and falling further and further behind. Little parent involvement in academic achievement. May also hold cultural beliefs that undermine academic commitment. Low or no future orientation. All this contributes to a lack of connection to school and a lack of bond with prosocial institutions.

Social- Engage in bullying behavior, or being a victim, or a bully-victim. This latter group has the poorest prognosis. Aggressive be-

haviors can lead to counter aggression and peer rejection. Note, some bullies may be popular. Increased association with deviant peer group by both choice and as a by product of tracking procedures.

Coercive Parenting

Parents use harsh, hostile, neglectful, inconsistent punitive socialization practices. This can contribute to poor parental role model and contribute to “deviancy training”, (namely, Negative Reinforcement feedback loop). Family chaos and stress, lack of structure and consequences, and/or permissive laissez-faire parenting style that can contribute to aggressive behavior. Lack of parental warmth and highly critical, unsupportive parenting. Lack of extended family social supports. Lack bond to social institutions like a church.

Parents tend not to monitor, and supervise whereabouts and associates, especially as children enter preadolescent years. Parent disengagement predicts youth association with deviant peers. Parents may disengage in part to avoid parent-child and parent-adolescent conflict.- - Note, the reciprocal bidirectional influences (See Reid & Paterson, 1991; Robin & Foster, 1989).

Deviant Peer Association

Adolescent gravitate to similarly estranged peers. Antisocial behavior rarely occurs alone. Association with deviant peers remains relatively stable over time and it is difficult to change peer reputation and develop an association with prosocial peers without the help of an adult mentor. Hammond and Yung (1993) highlight the culture of toughness and honor which becomes highly valued and a strong need to maintain an image of strength that can contribute to the youth joining a gang. Gangs are a major source of violence. Youth often develop the belief that aggression is normal and valued, acceptable and unavoidable. Youth who join gangs can develop a positive identity, connection to peers, feelings of effectiveness, control, prestige, respect, strength and power. The use of drugs disinhibits violence and the role of drugs can contribute to violence, especially with easy access to weapons. Note, various deviant high-risk behaviors co-occur (smoking, drinking, sexual acting out, risk taking thrill-seeking behaviors and aggression. Involvement with a violent culture (media, songs, video games and the like) can increase the propensity for violent behavior, especially in aggressively-vulnerable youth. High likelihood of engaging in dating violent behavior (See presentation by Dekker on gangs on www.melissainstitute.org and ways to assess for gang presence in your school to be found on www.teachsafeschools.org). For a discussion of mentoring programs see Dubois and Karcher (2005).

School-based Policies and Involvement with Juvenile Justice System that Aggregates

Deviant Youth

School policies that segregate aggressive youth with like-minded peers as a result of out-of-school suspensions, Zero Tolerance Policies, and use of tracking, and the like can inadvertently increase violent and aggressive behavior. (See Dodge, Dishion and Lansford 2006 on Deviant Peer Influences in Programs for Youth). See **Tables 3 and 4** for a listing of programs that should be avoided and viable alternatives.

In summary, violent outcomes are multiply determined arising from factors in diverse domains, spanning the entire life-span. Each domain influences the next domain and can play incremental roles contributing to what Dodge et al. (2008), describe as “patterned sequencing”. It is the combination of an impulsive temperamentally difficult child who elicits negative responses from peers, teachers and parents that propels the child toward a violent adolescence. Given this developmental trajectory, where are all the entry points to redirect this pathway toward violence?

The full article can be obtained at one of these sites:

www.melissainstitute.org

www.teachsafeschools.org

www.warfighterdiaries.com

(See Dodge et al., 2008; Moffitt, 2003; Loeber & Stouthamer-Loeber, 1990; Staub, 1996. For a discussion of the developmental trajectory of girls see Pepler et al., 2006 and Putallaz & Bierman, 2004 and www.melissainstitute.org for Conference Proceedings on gender differences in aggression)



North Dakota Delegate Report

Summer 2009 Delegate Report

It is with some surprise that I realize summer is once again speeding to a close and the start of a new school year is just around the corner. There is a great deal that has happened within NASP and many more exciting things on the horizon. I recently started my second term as the North Dakota Delegate to NASP, and that time too has simply flown by. I have thoroughly enjoyed my first term as the state's representative to NASP, and I'm looking forward to helping direct policies and procedures for the next three years as NASP navigates in both familiar and new waters. In addition, I was re-elected by the delegates of the Central Region to serve a second term as Delegate Representative. In that capacity, I will continue as a member of the NASP Executive Counsel, where I represent the needs and interests of the Central Region.

Due to projected decreases in income and the current condition of NASP long-term investments, the Executive Counsel, working closely with the staff at NASP headquarters, proposed an overall 10% cut in expenses for the upcoming year. In June, the EC met and developed a budget which was presented to the full Delegate Assembly in July. The proposed budget, with some minor adjustments, was approved by that DA. The approved budget continues to ensure important member services and critical initiatives to achieve the Association's mission. Significant cuts were made at headquarters and within each program area in order to help meet the current financial crunch.

As part of those changes, the Regional Leadership Meeting, which is generally held in November, was held in conjunction with the Summer Delegate Assembly in Bethesda in July. This change in schedule allowed for many of the Leadership Meeting attendees to attend summer conference and Public Policy Institute, which were held immediately preceding the Leadership Meeting and DA, without adding additional travel costs.

During the July Delegate Assembly, two position papers were approved. "Recruitment of Culturally and Linguistically Diverse School Psychologists" and "School Psychologists' Involvement in Assessment" can now be found online at nasponline.org. A draft position statement, "Necessary Use of the Title School Psychologist", was presented for first reading at that time as well. Leadership is currently reviewing and submitting feedback regarding the statement. Finally, two position papers, "Effective Character Education" and "Sexuality Education", were retired.

After many months of diligent collaboration and monumental effort, the Standards revision group presented the 2010 NASP Standards for first reading during the July DA. The second presentation and adoption will occur at the Chicago convention DA in March 2010. Current leadership continues to review and present feedback to ensure the standards adequately meet the needs of the profession in all four standard areas.

A report presented by the membership chair indicated great success for the current year. Membership renewal has been strong so far, with over 15,000 members as of July 17. This represents a 4% increase over the same period last year. Membership renewal was made easier by implementing a three-installment plan for those wishing to spread their payments over a three-month period. As of the end of June, North Dakota membership in NASP was up 10% from last year and is currently at 37 members. The ND goal for this year is to maintain our level of membership from last year at 49 members. Thanks to all who have renewed your membership. Historically, our all time highest membership occurred in 2008 with 53 members.

The Advocacy Program Manager reported exciting news in the areas of Government and Professional Relations and Advocacy during our DA meeting. To date, over 12,000 letters have been sent to state legislators through the NASP online CapWiz program. Thank you to all who corresponded with our state leaders. The Public Policy Institute held in Bethesda in July was well attended and highly successful this year. Finally, in response to the hard work of the GPR/Advocacy groups and NASP staff, a resolution has been introduced in Congress which declares the week of November 9, 2009 as School Psychology Awareness Week. Materials will be available online to help promote this week within your districts and at the state level.

During the July DA meeting, NASP was pleased to have Bonnie Nastasi, APA's Division 16 (Division of School Psychology) President-Elect, read a position paper prepared by the D16 Executive Committee. The statement by D16 indicates their strong support for maintaining the title exemption for School Psychologists with a specialist level or higher degree. The position paper can be found online at <http://www.indiana.edu/~div16/>. The website also provides information about a program in which individuals who have never been a member of Division 16 may join free for the 2009 year. You do not need to have a doctoral degree to be a member of Division 16. I would encourage you to read the position statement and show your appreciation to Division 16 for their support.

Finally, in regards to the APA model licensure act, the MLA Task Force is currently reviewing the approximately 19,000 comments regarding the school psychology exemption received during the spring 2009 public comment period. A final draft is expected from the Task Force by fall 2009. This draft will then be acted on by the APA Board of Directors in December 2009 and by the Council of Representatives in February 2010. Support for maintaining the exemption has come from multiple sources, including NASP members, State Associations, state departments of instruction, principals, teachers, and parents, to name just a few. Your help in responding personally and enlisting the support of stakeholders has truly made a difference.

In closing, I would again like to express my appreciation for all that you do within your districts and the state to support children, families, and schools in the delivery of quality comprehensive school-based educational and mental health services. It is with pride that I take news of North Dakota to colleagues from around the nation. Although I field many jokes about the need for a snow shovel in June, there is nothing but respect for the level of professionalism evidenced in the practice of ND school psychologists. Thanks again for your personal and professional support at the state and national levels. As always, if you have any questions or concerns, please don't hesitate to contact me. Enjoy the remaining few weeks of summer, and I'll see you at the NDASP Fall Conference in Bismarck on October 8 & 9, 2009.

Respectfully,

Marcia Martin, Delegate
mmartin@gfschools.org

NDASP Spring Board Meeting Minutes

April 3, 2009

The NDASP executive board met on Friday, April 3, 2009, at in Jamestown, ND with President Mary Dosch presiding. Those in attendance were Paul Dauphinais, SPAN; Wayne Leben, Spring Conference Chair; Marcia Martin, NASP delegate; Tamara Waters-Wheeler, Fall Conference Committee; Megan Sparrow, Treasurer; and Jennifer Stroh, Secretary.

Secretary's Report: Minutes from the fall conference were approved. Minutes were distributed this fall through the 2008 Fall Newsletter.

New Business:

- Mary discussed concerns with the proposed alterations with licensing of school psychologists in North Dakota which spurred NASP to send an alert. After much discussion over the alert, a letter was drafted to our state representative. Initially, the letter was not sent. Through further discussion, the group decided to send a letter to DPI and our representatives.
- 2009 Fall Conference featuring Sylvia Linan Thompson on October 8th and 9th. Sylvia will present all day on October 9th about best practices of teaching ELL students. The conference will be held in Bismarck, North Dakota. The conference committee is Jill Doppler, Julie Kost, and Tamar Waters-Wheeler. The theme for the conference will be 'Best Practices for Supporting ELL and Other Students of Diversity'. The group discussed a few speaker ideas for Thursday October 8th and the committee will pursue. A conference charge was determined as follows: NDASP Members--\$100 for 1 day and \$150 for 2 days; Non-members--\$135 for 1 day and \$175 for 2 days; Students--\$50 for 1 day and \$100 for 2 days.
- Financial Report: Megan Sparrow indicated the current checkbook balance was \$6976.97. This did not include the expenses from the Spring Conference which would be about \$500.
- Committee Reports
 - Website: Wayne Leben reported he is working on the website. Please send him anything you would want included on the NDASP website. [Con't pg 13]
 - Membership: Jill Doppler—no report
 - Newsletter: Paul Dauphinais did an excellent job on the newsletters.
 - Government Relations: Paul indicated he has not been receiving information from SPAN. Terese (GPR)—no report.





SPRINT

(School Prevention, Review, and Intervention Team)

Angel Poitra-Keplin & Paul Dauphinais

Turtle Mountain Schools-Belcourt

Editors Note: The Winter 2009 Newsletter featured an article about SPRINT; the following is a preview of part of the manual being developed by Ms Poitra-Keplin and Dr. Dauphinais, school psychologists from Turtle Mountain Indian Reservation where they serve the Head Start, two

K-8 schools and the community K-12 schools.

I. WHAT IS SPRINT?

It is a process that includes collecting information, analyzing this data, and using the data to facilitate **Problem-Solving, Consultation, and Intervention service delivery**. This process depends on the use of evidence- or research-based academic and behavior interventions that are linked to functional assessments and problem-solving results. Teacher peer consultants work with each other when a student is identified as underachieving, is exhibiting inappropriate behaviors or whose mental health status is a concern. If the student is not responsive to intervention, this process will refer children for further assistance as needed.

II. WHY DO WE NEED TO USE SPRINT?

The goal of the educational process is to have children become independent and contributing adults. In gaining independence children must be able to rely on academic and social skills that are similar to their peers. If, we as educators, find that students are not progressing toward this goal, we must “take up the slack” where there are deficits and intervene to have the student maintain their path toward independence. SPRINT provides the vehicle for general education to assure this progression of necessary skills.

SPRINT allows general education to intervene early in a student’s academic career so that student does not have to demonstrate significant failure to be referred for assistance. In the past, special education was perceived to be the “wait to fail” model. Research has shown that many students who have early intervention can rebound and “catch-up” to their grade level peers with appropriate interventions.

SPRINT includes the concept of “Response to Intervention.” This model provides a method for teachers to provide interventions to address specific problems, progress monitor the interventions, and make adjustments to those interventions as needed so steady progress is made within the general education setting.

III. THE PROCEDURE

A. STUDENT EXPERIENCES ACADEMIC OR BEHAVIOR/EMOTIONAL PROBLEMS OR CONCERNS.

The general education teacher is usually the first person to notice that a student is having problems with the current curriculum. If this is the case, that teacher can begin the SPRINT process. In addition, when the students are screened school-wide, such as with DIBELS or CBM or NWEA, where the results are available immediately, academic and behavioral problems can be used to make decisions based on these data and the SPRINT process begun.

Angel will describe the procedure in greater detail at the convention.

- **MINUTES CONTINUED.** Nominations: The secretary position will be up for nominations at the fall conference. The past president (Terese) is in charge of nominations.

Delegate Report: Marcia shared the delegate information with the group.

Submitted by: Jennifer Stroh, Secretary

School-wide Methods for Fostering Resiliency

By Virginia Smith Harvey reprinted from the Nebraska School Psychologist and obtained from www.nasponline.org/resources/principals/index.aspx This is a summary of the article.

Support from caring adults is key to students' success in the face of adversity.

Characteristics of Resiliency

We usually think of adversity, such as poverty and highly dysfunctional families, as detrimental. This certainly is often true, but students can overcome adversity and in some circumstances can actually use adversity as a spring board to growth and success. This ability to personally or professionally succeed despite adversity stems from resilience, or coping effectively with difficulties that might otherwise lead to anxiety, depression, withdrawal, physical symptoms, or poor achievement. Considerable research has revealed that resilience results from positive social relationships, positive attitudes and emotions, the ability to control one's own behavior and feelings of competence.

Positive social relationships, particularly with multiple friends, relatives, and neighbors, create resiliency. Here is a list of factors that contribute to resiliency:

Attitudes and Emotions:

- ◆ Positive attitudes (optimism, determination, problem solving)
- ◆ Positive emotions (love, gratitude, forgiveness)
- ◆ Appropriate expression of emotions

Competence:

- ◆ Academic success
- ◆ Regular school attendance and homework completion
- ◆ Developing talents (outside academic achievement)

Social Competence

- ◆ Connectedness
- ◆ Structure and clear expectations
- ◆ Helping others

Physical Health

- ◆ Medical care
- ◆ Exercise
- ◆ Adequate sleep
- ◆ Positive stress control

Fostering Resiliency: Supportive positive relationships among students and adults; to develop resilience, adolescents need to be cared for and supported by adults in school, at home, and in the community.

How Schools Can Foster Resiliency

Resiliency gives students the ability to deal with challenges and adapt to new or difficult circumstances in a positive, productive manner. There are a number of ways for schools to foster resilience.

- ◆ Provide a caring, supportive learning environment
- ◆ Foster positive attitudes
- ◆ Nurture positive emotions
- ◆ Foster academic self determination and feelings of competence
- ◆ Encourage volunteerism
- ◆ Teach peace building skills
- ◆ Ensure healthy habits

PREVENTING YOUTH SUICIDE IN RURAL AMERICA

Prepared by the Rural Youth Suicide Prevention Workgroup*

April 2008

This report examines several issues within the context of suicide prevention, intervention, and survivorship. The key issues are:

- ◆ Promoting Help-seeking behaviors
- ◆ Data and Surveillance: Understanding the Contours of the Problem
- ◆ Clinical Care Services: Increasing Access for Rural Youth
- ◆ Screening and identifying Rural Youth at Risk for Suicide
- ◆ Training GateKeepers
- ◆ Strengthening Support During Bereavement
- ◆ Supporting Young Rural Suicide Attempt Survivors

Within each area the workgroup made recommendations.

Rates of suicide are reported and indicate that they have decreased in the past twenty years, but continue to be the third leading cause of death among youth between the ages of 10 and 24. Native American youth in this same age group continue to die at higher rates than any other groups; in the Midwest the NA youth are ten times more likely to commit suicide.

The Workgroup (Mark LoMurray was a member of this national group) indicated that each “rural community work with state and other agencies to craft effective suicide prevention efforts that fit the geography, demographics, and social and political of rural communities.” The group’s recommendations “reflect the commitment to promoting a multifaceted and comprehensive public health approach to prevent suicide.” In the past and currently the approach to suicide prevention is a clinical approach. The Workgroup stated that this needs to be complemented by primary prevention, early intervention, research, public health surveillance, health promotion, media, training and education. The prevention can be integrated within existing systems, such as the schools, social service, juvenile justice, public safety, emergency workers, faith community, etc. “Each of these can address the factors that place people at risk for suicide or, conversely, buffer or protect them from suicide risk.” For example, a family history of suicide, underlying mental health problems, substance abuse, access to lethal methods and feelings of isolation, hopelessness, or loss are risk factors while access to various supports, such as mental health services, family, problem solving skills, religious beliefs can be protective factors.

Find the recommendations at the websites below. Other webs sites include:

National suicide Prevention Lifeline (1-800-273-TALK) www.suicidepreventionlifeline.org, National Registry of Evidence-based Programs and Practices <http://nrepp.samhsa.gov>, Rural Assistance Center: www.raconline.org/info_guides/suicide, National Strategy for Suicide Prevention: <http://www.surgeongeneral.gov/library>. North Dakota Suicide Prevention at www.211nd.org.

Also, Mark LoMurray is a consultant and has developed the *Sources of Strength*, a prevention program that is available with his training. Call Mental Health Association in North Dakota for a tiny *Sources of Strength* foldout.

*Available at www.stipda.org and www.sprc.org

NDASP Mission Statement

[Developed October 2000]

This we Value:

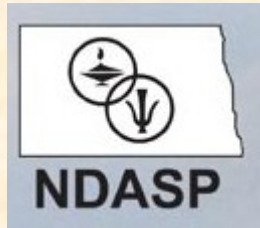
Children First

Integrity

Respect and Empathy

Optimism

Comprehensive Services



THIS IS OUR PURPOSE

To secure the conditions necessary and use the standard of the profession to promote educationally and psycho-

THIS WE BELIEVE:

All children have value and the potential to learn provided they are given appropriate opportunities.

School Psychological services must be available for all ND children.

School Psychologists promote best practices, professional standards and ethics, the team process, and the interests of NDASP members.

Diversity is recognized as a strength and school psychologists will promote respect for differences.



Who are we?

What is our professional identity?

What makes us distinct from other professionals?

URL Sites that are helpful

<http://nclid.convio.net/site/R?i=TaKw8IXoYpbh5nD5IToZeg..>

<http://www.LD.org>

<http://nclid.convio.net/site/R?i=9QfLRXFk6BkJju315xPCRA..>

Get Ready to Read.org

<http://nclid.convio.net/site/R?i=jxO8SULiX4EJWmMX4PPtSQ..>

RTI Network.org

<http://nclid.convio.net/site/R?i=xg0q5uGyCxdXpWdNL4mBWQ..>

The following sites are taken from Meichenbaum cited earlier.

Aggression in Girls

<http://hrsdc.gc.ca/en/cs/sp/sdc/pkrfl/publications/research/1998-000127/page01.shtml>

Bully Prevention Websites

www.eyesonbullying.org

www.bullying.org

www.ed.gov/admins/lead/safety/training/bullying/index.html

www.safeyouth.org/scripts/topics/bullying.asp

www.pacer.org/bullying/bpaw/index.asp

www.prevnet.ca

www.stopbullyingnow.hrsa.gov/index.asp

www.fightcrime.org/cyberbullying

[www.arts.yorku.ca/llamarsh/pdf/Making a Difference in Bullying.pdf](http://www.arts.yorku.ca/llamarsh/pdf/Making_a_Difference_in_Bullying.pdf)

<http://mentalhealth.samhsa.gov/l15plus/aboutbullying.asp>

<http://actagainstviolence.apa.org>

www.fasttrackproject.org

Center for the Study and Prevention of Violence: Blueprint for Violence Prevention

www.colorado.edu/cspv/blueprints/

Center for Psychology in Schools and Education

www.apa.org/ed/cpsel/homepage.html

Crime Prevention

<http://www.preventingcrime.org>

<http://www.bsos.umd.edu/ccjs/corrections>

Evidence-based Practices and Programs

<http://nasmhpd.org>

Hamilton Fish Institute

www.hamfish.org

Melissa Institute for Violence Prevention

www.melissainstitute.org (continued on page 14)

www.teachsafeschools.org

National Association of State Mental Health Program Directors

www.nasmhpd.org

National Registry of Effective Programs and Practices

www.mentalhealth.samhsa.gov

www.effectivechildtherapy.com

National Center for PTSD in Children

www.nctsnet.org

National School Safety Center

<http://nsscl.org/>

Oregon's Guidelines for Effective Gender-Responsive Programming

<http://www.ocjc.state.or.us/JCPI/CPGenderSpecific.htm>

PAXIS Institute : Applying Best Practices

www.paxis.org

Policy Leadership Cadre for Mental Health in Schools. Mental Health in Schools

<http://smhp.psych.ucla.edu/pdfdocs/policymakers/cadreguidelines.pdf>

Seeking Safety Program L. Najavits

www.seekingsafety.org

Society for Prevention Research

www.oslc.org/spr/apa/summaries.html

http://preventionpathways.samhsa.gov/nrepp/adv_search.cfm

Trauma-focused Cognitive-behavior Therapy (Training)

www.musc.edu/tfcbt

Triple P (Positive Parenting Program) in America

www.triplep-america.com

War Fighter Diaries - - Prototype

www.warfighterdiaries.com

Emerging Issue

Does closing the achievement gap requires first closing the gaps in life conditions?

The Educational Testing Service Policy Information Report "Parsing the Achievement Gap II" (April 2009 --online at <http://www.ets.org/Media/Research/pdf/PICPARSINGII.pdf>) states:

"Syntheses of many research studies establish that 16 factors related to life experiences and conditions are correlated with cognitive development and academic achievement. This report asks whether there are differences in these 16 'correlates of achievement' among different population groups that mirror the large and persistent gaps that are found in school achievement. The answer is yes, there are differences in these correlates of achievement among racial/ethnic and income groups, and those differences do mirror the achievement gaps."

The authors conclude: "The unavoidable conclusion is that if we are to close the gaps in achievement, we must first close the gaps in these life experiences and conditions."

This conclusion raises the issue: Does closing the achievement gap require first closing the gaps in the community and family, as well as school life experiences and conditions?

While the gist of the report certainly underscores the reality that schools alone can't close the achievement gap, there are many knowledgeable people who argue that schools can't wait for the society to address the ills of poverty and the underfunding of public services. And from our perspective, the report strengthens the case for enhancing how schools and communities weave together resources to develop a comprehensive and cohesive system of learning supports as a high priority component in addressing many of the factors interfering with students benefitting from instructional improvements.

NEWS & UPCOMING EVENTS

- *Out of the Darkness Community Walks
- *National Survivors of Suicide Day Healing Conference
- *Op-Ed Featured in Minneapolis Star Tribune
- *Survivor of Suicide Loss Support Group Facilitator Training
- *Call For Volunteers!

2009 ND OUT OF THE DARKNESS COMMUNITY WALKS

WALK TO SAVE LIVES
WALK TO HONOR A LOVED ONE
WALK TO RAISE AWARENESS

Register online today at <http://www.outofthedarkness.org/>

WILLISTON
Sunday September 13th
Spring Lake Park
1pm registration/check-in
2pm walk begins

MINOT

Saturday September 19th
Roosevelt Park

1pm registration/check-in
2pm walk begins

GRAND FORKS

Sunday September 20th
Town Square

1pm registration/check-in
2pm walk begins

FARGO-MOORHEAD

Sunday September 27th
Lindenwood Park
(main shelter)

1pm registration/check-in
2pm walk begins

BISMARCK-MANDAN

Saturday October 3rd
Capitol Grounds

1pm registration/check-in
2pm walk begins

NATIONAL SURVIVORS OF SUICIDE DAY HEALING CON- FERENCE

On Saturday, November 21,
2009, simultaneous conferences
for survivors
of suicide loss will take place
throughout the U.S.

North Dakota Chapter:
Email: afspnd@gmail.com
Phone: (701) 219-4110
Websites: www.afsp.org/
northdakota
and www.myspace.com/afspnd

person, we must be cognizant of the variation and differences among all families. To make these interactions successful, we must make adjustments. Some general suggestions are offered that we hope may be helpful. Traditional Indigenous Americans generally think in holistic terms; all things are related. Thus, keep in mind that these separate contexts (communication, help seeking, attribution) are not distinct from one another and that Indigenous Americans do not have distinct constructs to describe and communicate about them. Rather, their communication will be reflective of their help-seeking behaviors and beliefs about why their child has or may have a disability.

Historical Context

During the period of colonization, the “power and place” (Deloria & Wildcat, 2001) of Indigenous Americans was fragmented through relocation, genocide, and forbidding the practice of ceremony and native language. Historically, school was traumatic and demoralizing for indigenous youth (now parents, grandparents, and community members). Overt discrimination was the norm. The Bureau of Indian Affairs established Indian Boarding Schools (late 1880’s and well into the 20th century), which ignited the harsh process of assimilation, as children were taken from their families and homelands to be indoctrinated into Western thought and stripped of home culture, language, tradition, dress, and parental contact. Indigenous identity was suppressed through corporal punishment, which translated into internalized oppression. Duran and Duran (2000) describe the remnants of this period as intergenerational trauma, since multiple generations have been and continue to be affected. The outcomes are witnessed in underachievement and multiple distresses and dysfunctions. High rates of poverty persist. Rates of drug and alcohol abuse, violence, and mental and physical illness for Indigenous Americans are twice the national average. Their resilience, however, is found in wellness movements and the slow but upward trends in well-being, school graduation levels, and achievement. Decolonization and indigenization are essential processes of healing for Indigenous Americans.

The U.S. Government’s Indian Relocation Act (1954) relocated indigenous people to major cities across the country with the intent of providing increased opportunities for self-reliance and economic success. Today, Indigenous Americans continue to reside in some of these major cities (e.g., Los Angeles, San Francisco, Chicago, New York) and maintain strong intertribal communities. Thus, it is not safe to assume that most tribal members reside on their ancestral land or federally reserved (reservation) lands. Many people transit border towns in rural and urban locales in addition to residing within large cities. This often causes “invisibility” within educational settings for many Indigenous American students.

The Indian Education Act (1972) inspired a new movement of self-sufficiency and self-reliance that began the restoration of healing and empowerment within indigenous communities. Today we find different forms for education on the tribal reservations, from state public/charter and tribal grant to Bureau of Indian Education (BIE) schools.

Resilience and Healing

Indigenous American nations have endured genocide and continue to survive within a dominant world through the knowledge of their ancestors or passing on of oral traditions. Indigenous communities continue to practice spirituality and hold strong to kinship/clanship as a foundation for healing and resiliency. Relationships within clans and extended kinship relationships are far more extensive than in conventional Western families; thus, school psychologists need to recognize those as central to the “family” as they seek and value family participation. Traditionally, children are reared and disciplined by extended family members, such as “aunties,” uncles, and grandparents. This social structure ensures that each family member has a respected role in contributing positive characteristics and personality for a well-rounded and respectful child. Making room for extended family constellations in school meetings is reasonable and helpful.

In contrast to the triadic linguistic and cultural traditions of most mainstream schools and school psychologists (e.g., three main points, three examples, Holy Trinity), the medicine wheel or four-direction way of being in the universe is an intertribal modality found in most indigenous cultures and communities. Each cardinal direction is sacred and holds specific knowledge and essential spiritual, social-emotional, cognitive, and physical wellness. The life cycle incorporates the universe, four elements (air, water, fire, earth), and all living beings (four legged, winged, amphibians, reptiles). In this circle, every being has respect and its place, purpose, and spiritual significance. Striving for balance in this life circle is the ultimate purpose for an

indigenous way of life.

Communication Styles

Communication with Indigenous American parents and community members, like their worldviews in general, tends to be highly contextual and relational. That is, no one thing is seen as causative or caused in a linear way; rather, more complex attributions may well exist and need to be heard and respected. For instance, culturally constructed linguistic traditions and styles dictate things like what is humorous, what is appropriate, and when it is appropriate to say certain things. If our linguistic tradition as school psychologists is different and we don't understand that, then we are likely to misinterpret a particular behavior as meaning something that it doesn't mean. Although only about 18% of Indigenous Americans speak a language other than English (Federal Register, 2002), the influences of those languages are evident for multiple generations (Leap, 1993). Over 200 languages are spoken. Ancestral influences on tribal English should not be mistaken for "bad English."

Often, mainstream school psychologists use Western rhetorical styles to "win over" or to "make the case" for assessment findings, Individual Education Plan (IEP) goals, or other common educational recommendations. When one takes this stance with Indigenous American parents and community members, the responses may not be an overt rejection or acceptance, but one that is reflective and reticent. Silence in response to one's presentation should not be assumed to be approval or disapproval. We must remember that an approach that provides for "informed consent" is mandatory. The school psychologist must provide the time necessary for reflection and understanding; there must be an understanding that the family member may want to consult other family members (often extended family) not present at the meeting. So often in the context of a meeting, we hear, "Johnny's grandpa (aunt, uncle, grandma, etc.) doesn't believe in that . . ." or "(s)he is like that because . . ."

Help-Seeking Behaviors

Indigenous Americans often have ways of seeking help different from those in the mainstream, especially when there are personal issues involved. Often, Indigenous American children and adults will seek out close relatives to find answers to troubling questions before seeking a person from the school. Parents may seek help from a close relative or elder. Some traditional families may seek help from respected community members such as a medicine man. Respecting and understanding the perspective of the family is critical.

Warnings against equating lack of conventional parental involvement with lack of interest began in the 1980's. Robinson-Zañartu and Majel Dixon (1996) found parents extremely concerned with the education of their youth, and spoke of long traditions of Indian respect for education. Indigenous American parents expressed great frustration that school personnel did not appear to want to hear their perspectives or learn about their cultures, which were seen as central to the education issues of the child (remember that all things are seen to be related). It is also important to remember that both children and parents can be perceived as indirect (from a Western or mainstream cultural perspective) in making points or asking for help. If you experience wondering what the point is, it may be a function of the relational communication style; thus, listen to the whole story first.

Attribution of Disabilities

When considering special education classification or placement, school psychologists must consider possible cultural mismatches. For instance, Locust (1988) pointed out that many if not most traditional indigenous languages do not have words for mentally retarded, disabled, or handicapped, and that many communities not only do not attach labels such as mentally retarded to their children but in fact assure that these children have roles with which to contribute to their societies. Some families express concern about overrepresentation and express suspicion about the real existence of disabilities (Robinson-Zañartu & Majel-Dixon, 1996).

Like all families, Indigenous American families are concerned about whether their child is living with a disability. However, it is not uncommon for school psychologists serving Indigenous American families to hear them report reasons for their child's disability—usually consistent with cultural perspectives. For example, a parent or community member may attribute a disability to disharmony caused by tension, to the presence or intrusion of a particular spirit or being, or to someone in the kinship/clanship system having done something considered wrong. These will vary considerably from tribe to tribe or may not occur at all.

Nonetheless, they must be considered with respect, and in addition to what the school would like to do to support the student, the school psychologist might ask if there is a traditional way to deal with this that the family will engage in. There are no attribution universals with the diversity of cultures that exists within the larger group of all Indigenous American people.

Suggestions for Effective Cross-Cultural Collaboration and Advocacy

Collaborating with parents in the advocacy for their child is important for all people. However, because our (Western) society is power-based, many Indigenous American families and children (and those of other nondominant groups or those living at lower SES levels) may not have access to the same opportunities that others in the general population may have. This access issue can be so subtle that it is difficult to recognize, but is played out, for example, in such issues as Indigenous American overrepresentation in programs for children with disabilities and underrepresentation in gifted programs. Advocacy can be complicated, but generally it is not. Following are some examples of the advocate role that school psychologists can take beginning with the initial family meeting.

- Use appropriate welcoming and greetings to introduce everyone present. Many Indigenous American community members use a nonaggressive handshake or a simple head nod in greetings that may not be accompanied by eye contact. For example, Navajo school psychologists may introduce themselves in their own language and by stating their clan(s) of origin, which is important in identifying their own identity within the tribe. This sets the tone for a respectful relationship with the parents.
- Some communities open important meetings with a prayer or invocation of the Creator, and in the case of team meetings, may use the name of the child/student as part of the prayer.

Seek parent input and interpretation of school-based concerns, and involve them in the interventions.

At IEP and other team meetings, presentations should

- Begin with discussions of the child's strengths
- Explain results in everyday language with examples
- Avoid using specific scores (Individual scores are unnecessary; focusing on them can be interpreted as attempting to label a child with a number, totally removed from the child's broader context. A focus on specific scores is extremely reductionistic, in total contrast to the holistic thought that characterizes indigenous epistemology and worldview.)
- Use graphs and other visual aids
- Consider using four-part examples rather than three-part or three-point examples (in keeping with the four-part medicine wheel and tradition of thought)
- Elicit parent/extended family members' perspectives and questions

If parents or guardians are non-English speakers, have a translator present who is able to translate and clarify what is presented in the language of the family (e.g., cultural broker).

At IEP and other team or parent meetings, school psychologists' discussions should reflect cognizance and sensitivity of the family's lack of specific knowledge of testing and tests and the use of words that may seem quite common to the profession, but are far from clear for the lay person. During the meetings there are some simple protocols that create an atmosphere of collaboration rather than one that is adversarial engendered by defensiveness.

- Do not assume silence means approval or understanding.

Understand that nonverbal cues may be very different from [your] own perception of that cue. For example, a lack of eye contact does not always mean avoidance or may not be a negative response. Time to contemplate does not always mean disagreement or not understanding.

At the conclusion of the meeting it is important to obtain consensus based on informed consent. As school psychologists, we must be assured that what was discussed was understood by all and the implication of the action taken by the IEP team is truly each member's wish. A summary of the meeting will help assure that everyone understands the outcome of the meeting and the next steps to be taken.

Conclusion

Context is central in understanding and communicating with Indigenous American families and youth. It is within broad contexts that traditional indigenous people think about and understand the world, and thus think

about their children and their educational performance. That context is broad and deep; thus, understanding national and local historical contexts, from the boarding school era to local governmentally imposed long walks must be the first job of the school psychologist. Respect is one of the most universal values across indigenous communities; thus speaking with respect about the youth, cultures, and communities by heeding suggestions such as eliciting parental interpretations and listing the assets of the child first reflect that respect. Heeding cautions such as misinterpretation based on only seeing from one's own cultural lens provides an opportunity for school psychologists to begin to heal the decades of mis-service or underservice to our Indigenous American youth and to help support the strong emergence of their resilience. Resilient Indigenous American youth and communities have the potential to bring broadly contextualized insights to world problems and solutions.

Paul Dauphinais is a school psychologist at Turtle Mountain Schools in Belcourt, ND.

Elvina Charley is a school psychologist at Ganado Unified School District and cochair of the NASP Native American workgroup.

Carol Robinson-Zañartu is Professor and Chair of the Department of Counseling and School Psychology at San Diego State University and Director of their Native Scholars and Collaborators Projects.

Olivia Melroe is a Professor in the School Psychology Program at Minnesota State University Moorhead.

Sally A. Baas is Director of the Southeast Asian Teacher Licensure & Hmong Culture and Language Programs and Coordinator of Special Education & ESL Programs at Concordia University, St. Paul, MN.

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SAVE THE DATE!!
OCT. 8TH AND 9TH, 2009

NDASP ANNUAL FALL CONFERENCE
Bismarck, ND

**“BEST PRACTICES FOR SUPPORTING ENGLISH LANGUAGE
LEARNERS AND OTHER STUDENTS OF DIVERSITY”**

AGENDA

THURSDAY:

BILL PATRIE-100 STORIES OF HOPE

Patrie grew up on a north central North Dakota farm near Fessenden, North Dakota. He received a BA degree in political science with a minor in religion from Anderson University in Anderson, Indiana and a masters degree in public administration from Ball State University in Muncie, Indiana. He directed the North Central Planning Council in Devils Lake, North Dakota, and was the economic development director for the state of North Dakota for five years. Patrie has been involved in the start up of numerous value-added cooperatives in North Dakota. 100 Stories of Hope is a compilation of ND's diverse population and their struggle with poverty.

JOAN AUS-ACADEMIC VOCABULARY

Joan is currently the Director of the English Language Learner (ELL) program, as well as a full-time professor in the Department of Education. Her fields of specialty are ELL pedagogical methods as well as multicultural education, and her areas of research include monolingual English and bilingual instruction for ELLs. Prior to teaching in higher education she was an English language arts ELL teacher.

CHERYL LONGFEATHER-7 TRUTHS OF NATIVE AMERICANS

Cheryl Long Feather, Ph.D. is an enrolled citizen of the Standing Rock Sioux Tribe. She has been an activist and advocate for American Indian issues since the age of 13.

Currently, she serves as the Research Director at United Tribes Technical College in Bismarck. She has also worked as a curriculum development specialist/trainer for a Native non-profit, and in public relations, development and continuing education at a tribal college on her reservation. She served as a weekly newspaper columnist for several regional newspapers for 10 years and is active on several boards, commissions, and committees addressing human rights, diversity and Native issues.

ANGEL POITRA-KEPLIN-SPRINT PROGRAM

Angel Poitra-Keplin practices school psychology on the Turtle Mountain Indian Reservation in Belcourt, ND. Angel has been developing and implementing the SPRINT in the Turtle Mountain Elementary and Middle Schools for several years. She is also active in the community teaching Intro and Abnormal Psychology and Developmental Psychology at the Turtle Mountain Community College both in class and online. In her spare time she is involved in chaperoning her sons to the high school rodeo events.

FRIDAY

SYLVIA LINAN-THOMPSON-BEST PRACTICES FOR ELL STUDENTS

Sylvia Linan-Thompson, Ph.D., is Associate Professor, Fellow in the Mollie V. Davis Professorship in Learning Disabilities, and director of the Vaughn Gross Center of Reading and Language Arts at The University of Texas, Austin. She is associate director of CREATE, examining the effect of instructional practices that enhance vocabulary and comprehension for middle school English language learners in content areas. Dr. Linan-Thompson is currently co-principal investigator of studies examining the oral language and literacy development in English and Spanish of Spanish speaking children, the efficacy of a 3-tiered model of reading intervention in general education classrooms and in bilingual classrooms. She has developed and examined reading interventions for struggling readers who are monolingual English speakers, English language learners, and bilingual students acquiring Spanish literacy. She has authored articles, chapters and a book on these topics and has developed instructional guides.

For More Info:

<http://www.cal.org/create/about/Bio-LinanThompson.html>

FOR MORE INFORMATION CONTACT:

Tamara.waters-wheeler@msd1.org

[julie kost@educ8.org](mailto:julie_kost@educ8.org)

[jill doppler@educ8.org](mailto:jill_doppler@educ8.org)

REGISTRATION FORM

Send to: Shanna Morlock

309 Collins Ave

Mandan, ND 58554

NDASP PRESENTS

*“Building
Support for ELL
Students and
Other Students
of Diversity”*

NAME _____

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CITY _____

STATE AND ZIP _____

PHONE _____

EMAIL _____

ANY SPECIAL INFO:

FEES:

	One Day	Both
Member	\$100	\$150
Non Member	\$125	\$175
Student	\$50	\$100

YOU MAY INCLUDE YOUR MEMBERSHIP FEE WITH REGISTRATION!

REGULAR \$30

STUDENT \$15

NO REFUNDS

TOTAL \$ _____

AT

THE KELLY INN AND SUITES
BISMARCK, ND

October 8th and 9th, 2009

HOTEL INFORMATION

Kelly Inn and Suites

Bismarck, ND

1800 N. 12th St

701-223-8001

Hotel Contact: Audra Stockert

<http://www.kellyinnbismarck.com/>

There is a block of rooms on hold until Sept. 17th, 09

For More information Contact:

doschma@mnstate.edu

Tamara.waters-wheeler@msd1.org

SCHEDULE

Thursday

8:30-10a	Bill Patrie-100 Stories of Hope
10-11:45a	Jean Oigawa Aus-
11:45a-1p	Lunch-on your own
1-2:30p	Jean Oigawa Aus (con't)
2:30-3:45p	Cheryl Long Feather "Telling a Story that is Not Our Own"
3:45-5p	The Sprint Program- Angel Poitra
5-7p	Business Meeting

SCHEDULE Friday

"Building Support for ELL Students and Other Students of Diversity"

Lunch Included

Friday

8:30-10a	Sylvia Linan Thompson
10-11:45a	↓
11:45a-1p	
1-2:30p	
2:30-4:00p	

ND Association of School Psychologists