

Winter 2008-09



NDASP

North Dakota Association of School Psychologists



THIS WE VALUE:

Children First

Integrity

Respect and Empathy

Optimism

Comprehensive Services



Special points of interest:

- President's Letter-
Mary Dosch
- Fall Membership
Meeting Minutes
- Delegate Reports
- Raising Your Spirited
Child: a review by
Terese Schaefer
- ADHD & Executive
Functions



NDASP



President's Letter

Hello NDASP members,

Happy Winter!!! It was wonderful to see so many of you in Grand Forks for the fall conference. The conference focused on the NASP PREPaRE training--part 2. I hope that everyone became a bit more confident in their ability to work through crises effectively.

In November, I was very pleased to attend the Regional NASP conference in Chicago, IL. The sessions were very informative and helpful for a new state president. We discussed many of the current issues facing school psychologists throughout the nation and shared innovative ideas. Before going to the regional conference, I discussed with several different NDASP members what concerns were highest on their lists for school psychologists in North Dakota. Mentioned several times were "Over-identification of Minority Students (especially American Indian students in North Dakota)" and "Best Practices for Supporting English Language Learners". These two areas will be our focus for professional development this year at our conferences. The spring conference will be looking at the over-identification issue and the fall conference in Bismarck will spotlight the influx of English Language Learners in North Dakota and how we can best support the schools, the students, and their families. Interestingly, several states were also concerned with these same issues. Did you know that throughout the United States by 2020, there will no longer be a majority population? As a nation we are becoming more and more diverse. I feel that it is very important that we are well-prepared for this progression of

Con't See page 4

Minutes of the Fall 2008 General Meeting

NDASP Board Meeting Minutes

October 9, 2008

The NDASP board met on Thursday, October 9, 2008, at the Grand Forks Education Center in Grand Forks, ND with President Terese Schaefer presiding.

Members in Attendance: Jill Doppler, Paul Dauphinais, Terese Schaefer, Julie Kost, Bobbie Uglem, Marcia Martin, Wayne Leben, Marcy Dosch, Nikki Johnsrud, and Jennifer Stroh

Adoption of Agenda and Call for Additional Items: The addition of the spring and fall conference locations and planning committees was proposed. The need to set a date for NDASP membership renewals was proposed. Marcia made the motion to include this addition and Bobbie seconded.

Secretary's Report: Jennifer reported that a binder has been created to keep paper documents. Jennifer will keep this updated and we will try to keep as much electronically as possible. Minutes and/or memos are sent via email to members after business or executive meetings.

Treasurer's Report: Jill reported the checkbook balance is \$5038.66. Costs for the year have been for membership letters sent spring 2008, conference costs, summer meeting costs. We have a large number of pencils and magnets for disbursement.

New Business:

All members of the executive board (Jill Doppler, Treasurer; Jennifer Stroh, Secretary; Tamara Waters-Wheeler, Past President; Mary Dosch, President-Elect; and Terese Schaefer, President) approved the By-Law amendment changes that the committee established. A full copy of the by-laws was available for review. Terese highlighted the following changes: Article IV-Section 1: Mary motioned to allow the delegate to vote on the executive committee. Bobbie seconded. The motion carried. Article IV-Section 4: Majority vote shall rule. Bobbie moved to adopt the by laws. Mary seconded. The motion carried.

Election Cycle-Call for Nominations

President Elect: Marcia nominated Nikki. Mary seconded. Nikki accepted nomination. Paul motioned to close nominations. Bobbie moved for unanimous vote. Mary seconded. The motion carried.

Treasurer: Nikki nominated Megan Sparrow. Bobbie seconded. Bobbie moved for unanimous vote. Mary seconded. The motion carried.

Committee Reports:

-Membership: Letters were sent out last spring and a follow up is needed. We had 23 state members last year. Discussion of a need for better communication and support with Minot State University to increase student involvement.

-Website: The website is housed through Minot State. Tamara's husband has access to the website. Wayne is willing to work with Tamara on transferring updating the website and transferring access rights. Marcia noted NASP may allow us to make our own web page through them. She will check. Nikki suggested buying our own website rights. Bobbie moved for the president to appoint a web committee and Paul and Nikki seconded. Terese appointed Wayne as the chair of the web committee.

Government Relations: Paul is our SPAN representative. No report.

Fall Conference Planning: Bismarck is the location. The committee includes Jill, Julie, and Tamara.

Newsletter: Paul sent out newsletters last year in the fall and spring. Please send articles or information by the first week of November to be included in the fall 2008 newsletter.

Approval of NCSP for licensure-letter from Janet Welk. A letter has been received stating ESPB will accept national certification of school psychologists for state licensure. The board did not approve the request to change the requirements for the renewal of the school psychology licensure. Continuing education credits will still be required for renewal of state licensure. NASP recognizes ND as a NCSP approved state. See page 8 for a copy of the letter.

Delegate Report: NASP is going green. Bylaws and other paper documents are being reviewed online. There have been budget cuts. A renegotiated price for EBSCO access has been reached. There has been an increase in convention fees. The hotel reservation for convention is now linked to registration. Individuals must register for the convention before reserving a room. The Annual NASP Convention is in Boston February 24-28, 2009. The regional convention will be in Chicago November 14-16, 2008. NASP polls are open to vote for President Elect and ND Delegate. NASP Native American Brochure was presented. APA task force meets again in October and will vote on MLA. We need to be vigilant at the state level.

Regional meeting-Marcia requested funding for our state goodies. Mary moved to give discretion to the delegate for \$100 to \$150. Nikki seconded. The motion carried.
SEE PAGE 4 FOR THE REPORT OF THE REGIONAL MEETING.



Submitted by Terese Schaefer

Following are direct notes and quotes from May Sheedy Kurcinka's book: Raising Your Spirited Child. I encourage all of you to read the full book as it has a wealth of information in understanding the spirited child as well as ideas of how to work with spirited children – Terese Schaefer, School Psychologist

Chapter 10: Adaptability: Making Transitions Easier

Transitions will never be easy for slow-to-adapt individuals but they can learn to make them more easily.

Using Words: You need to identify the transitions in your day by asking questions, “Where are the beginnings and the endings of activities and events?” and “How will today be different from our normal routine?” By finding our transitions we can prepare for them and the discomfort they create. As you point out to your child the transitions in her life she will begin to look for them herself. Spirited children need to hear:

Change is difficult for you, but you can change and do all o the time. Remember last week when you...
You like to be organized and know what to expect.
I think you were upset because you were surprised.
Take your time. I can wait for you to finish.
You can be flexible.

Establish a Routine: Routines provide a sense of control. Routine helps children predict what is coming and reduces their anxiety.

Routines can be developed for wake up time, snack time, mealtimes, bed times, favorite activities, etc.
A chart with pictures can help with routines

Allow Time: Spirited kids need time to make transitions.

As an adult, you may need to wake up earlier or allow extra time to get prepared yourself.
“...every five minutes in prevention saves you fifteen minutes of turmoil.”

Forewarning is Critical: Forewarning is the process of giving a visual picture of the future. Here are a few forewarnings used by teachers and other parents:

In ten minutes you'll need to stop and come to ...
In five minutes your time is up. Let me help you find a stopping point.
After Sesame Street we will ...
When dad comes home ...
Today when I pick you up, we won't be going home, we will go to ...
When the timer goes off, it's time to go ...
You can play with Brad until his mom leaves for work at ten, then he has to go home.
Tomorrow when you wake up ...
Three more jumps and then it is Mica's turn.
Remember that the younger the child, the less he understands about time; you have to make it concrete.
A paper chain with a loop for each day helps a child count down the days until a holiday or birthday party.
A picture calendar allows a child to keep track of the number of days until Grandma comes to visit.

change. Be on the lookout for more information about these conferences coming soon and a “thank you” to the conference committees for their work!

I look forward to working for and with all of the NDASP members this year. Please feel free to contact me with questions, concerns, or ideas! You can call me at (701)212-8552 or e-mail me at doschma@mnstate.edu. I would love to hear from you!

With warm wishes,

Mary Dosch

NASP Boston Convention

NASP 2009 Annual Convention

February 24–28, 2009

Boston, MA

Convention Registration and Housing Now Open

New This Year—You Must Register Before Making Your Hotel Reservations!



Raising Your Spirited Child *Continued*

Directions such as, “you can throw the ball five more time,” “When the music box stops,” “When the sand settles in the bottom of the hourglass,” “At the next commercial,” all make time something real and easy to understand.

Allow Time for Closure: Spirited kids like to finish what they’re doing.

Give them the space and time they need to finish up what they are doing.

You may need to help them put supplies away.

Invite them to put a project in a safe place so they can return to it later.

Allow the child to have a transitional object.

Use Imagination: You can use imagination to move kids from one activity to another. Ideas such as taking a moon walk with space suits and tether rope, when washing hands pretend they were a dump truck opening and shutting their hands under the faucet dumping water, galloping like a pony, etc. “This isn’t playing games. It’s being smart.”

Limit the Number of Transitions

Help them Deal with Disappointment: Disappointment hits spirited kids hard. That’s because disappointment is actually a transition – a change in plans, an unexpected surprise. Spirited kids need to understand that disappointment is very difficult for them. They experience a rush of emotions that easily annoy them. They experience a rush of emotions that easily overwhelms them. If they don’t understand this they may turn on you.

Play the what if game; it teaches kids to be good problem solvers and sets them up for success. “The emphasis is on our confidences in their ability to solve the problem. What can they do.”

Disappointment doesn’t simply seep away. Someway you and your spirited child need to find a respectful release.



Spirited children need to hear:

- *Change is difficult for you, but you can change and do all o the time.*
- *Remember last week when you...*
- *You like to be organized and know what to expect. I think you were upset because you were surprised.*
- *Take your time. I can wait for you to finish. You can be flexible.*



North Dakota Delegate Report

Hello from Grand Forks (and Surrey).

As I sit to write this delegate message to our North Dakota membership, I realize that about a third of the current school year is already gone. It seems like I just returned to work, and now I am thinking about the holiday break and how I could possibly catch up before the much needed time off!

There are so many exciting things happening in NASP, both at the state and national level. Our NASP membership drive is underway, and there are now 46 North Dakota members. The goal for 2008-09 is 54 members, which currently puts us at 85% of goal. Some of the benefits of NASP membership include access to a broad range of professional news and research through the “new and improved” Communiqué, the School Psychology Review, and the School Psychology Forum (e-journal), as well as access to many helpful resources for day to day practice. There are a broad range of downloadable handouts for parents, administrators, teachers, and practitioners. In addition, NASP membership enables members to get discounts on EBSCO subscriptions, NASP publications, and access to the Career Center, if a change in jobs is in the future. Also available to members is access to 22 interest groups. Along with existing interest groups in the areas of autism and PDD, crisis management, rural school psychology, military families, and early childhood, there is a newly formed interest group in the area of Bilingual School Psychology.

Recently, state president, Mary Dosch, joined me in Chicago for the Central Region Leadership Meeting held the weekend of November 14-16. The yearly leadership meetings are a great time to network with other school psychologists from the Midwest, discuss “hot topics” that impact our practice and profession, hear from national leadership, and have an opportunity to help mold the future of NASP. This year we had a great session on convention and conference planning which will help us plan our state association convention.

The NASP Convention in Boston, scheduled for February 24-28, promises to be another excellent opportunity to immerse yourself with professional development, networking, and the chance for some Boston Baked Beans! All the information you need for the convention is on the NASP website, including a list of 10 points you can make to convince your supervisor to let you attend. The top five include expanding your ability to serve as a resource for your school or district, learn new approaches to improve outcomes for students and aligning your services with NCLB objectives, staying abreast of the latest research and evidence-based practices in the field, finding out about current developments in federal legislation and policies (such as changes in IDEA and LD identification, and how these affect practice), and acquiring new strategies to address a specific problems in your school or district. It is important to note that in order to reserve a hotel room for the Boston Convention, you will first need to be registered for the convention. This change was made in order to address problems seen in past years where attendees reserved multiple rooms and then did not attend the convention. As a result, the block of reserved rooms with reduced convention rates disappeared but were not used, resulting in attendees needing to get rooms outside the convention rate block.

For those of you who are unable to attend the Boston Convention, NASP offers two excellent summer conferences. This past July, the Atlanta City conference had workshops on reading interventions and RTI/effective interventions in middle and high school. The Las Vegas conference offered workshops in evaluating fidelity of interventions and cognitive behavior therapy in schools. Next summer’s conferences will be held on July 13-15 in Washington, DC and July 20-22 in Albuquerque, NM. More information about the offerings at these upcoming conferences will be coming soon.

Finally, I’d like to conclude with the news that NASP has worked with the American School Counseling Association (ASCA) and the American Red Cross to allow eligibility of state-licensed or state-certified school psychologists and school counselors as Disaster Mental Health (DMH) professionals in the aftermath of natural and man-made disasters. If you are interested in becoming a volunteer, you must sign up through your local Red Cross chapter and will likely be required to complete Red Cross-specific training in psychological first aid and disaster mental health regardless of any previous professional crisis response training. What a great opportunity to put our unique expertise to work in order to help children and adults who have experienced the stress of a disaster situation and thank the Red Cross for recognizing our professional skills.

Until next time, keep warm!

Marcia

Our NASP Delegate's Report of NASP Updates (originally emailed to membership December 4, 2008)

I am pleased to share the latest updates on NASP member benefits with you.

At this time of year, it's helpful to look back and reflect on where we have been and look forward to the difference we will make in the new year. Visit www.nasponline.org/about_nasp/strategicplan.pdf for the new NASP Vision, Mission, and Goals statements.

NASP position papers are developed by workgroups and approved by the NASP Delegate Assembly. The Early Childhood Assessment statement was updated recently and two new statements were released: Ensuring High Quality, Comprehensive Pupil Services and The Importance of School Mental Health Services. You can review these statements and others at www.nasponline.org/about_nasp/position_paper.aspx

Join national expert Laurice Joseph for a 5-day NASP Online Learning Event, December 8-12, to explore practical strategies and evidence-based procedures in reading interventions. Discuss the fundamentals of implementing reading interventions and get feedback on your questions pertaining to intervening with students who have reading problems. Join the discussion at www.nasponline.org/communities/default.aspx

If you haven't already registered, plan to join us for the NASP 2009 Annual Convention in Boston, February 24-28. This year's President's Special Strands feature two topics of importance, Making a Difference for Children With Autism and Making a Difference for Children With Eating Disorders and Childhood Obesity. You can find more information at www.nasponline.org/conventions/2009specialstrands.aspx

Our colleagues participated in many different activities to recognize School Psychology Awareness Week, including getting state and local proclamations passed, giving presentations, distributing materials, being recognized by their districts, and nominating 'Difference Makers'. It's not too late to recognize colleagues for their outstanding efforts by visiting www.nasponline.org/communications/spawareness/index.aspx Also, please let NASP know what you did to promote school psychology by e-mailing NASP's Director of Communications, Kathy Cowan, at kcowan@naspweb.org.

Visit www.nasponline.org/about_nasp/childfund.aspx to find out about the Children's Fund grants available exclusively to NASP members. Tiny Grants offer \$150-\$500 to help meet children's basic or mental health needs, while Service Project Support Grants provide up to \$2,500 for service projects that directly benefit children.

The NASP holiday e-card is available and provides you an easy way to send greetings to your colleagues this holiday season. To access this and other NASP e-cards, visit www.nasponline.org/membership/ecards/createcard_holiday.aspx

As I sit in the Grand Forks airport waiting to leave for Bethesda where I will represent the central region and ND at the winter Executive Counsel meeting, I'm prompted to wish you and your family a happy holiday season. I look forward to being in touch with you again in the new year.

Sincerely,

Marcia Martin, ND Delegate



EXECUTIVE FUNCTIONS

Thomas E. Brown, Ph.D.

Describing Six Aspects of a Complex Syndrome

From: *Attention*, A CHADD Publication, February 2008

Review by: Dr. Paul

I am always interested in learning about ADHD. It is an intriguing subject. I find that in my own diagnosis and experience, it surprises me frequently. Finding that I have ADHD was a relief. It explained a great deal and allowed me to examine this source of depressions and negative family relationships; it allowed me to reexamine my self esteem which was impacted by thoughts of being less than adequate in most areas of my life. I wonder what children with ADHD believe about themselves, especially if they lack the skills to process this complex set of functions.

This article, really explains ADHD well and the implications for daily life. I have made an attempt to express this complex diagnosis especially at manifest meeting where the student with ADHD has violated school rules. Some would like to say (and do so) “that sure does not look like impulsivity to me, it looks pretty premeditated.” I will make an attempt to summarize the article in this brief précis.

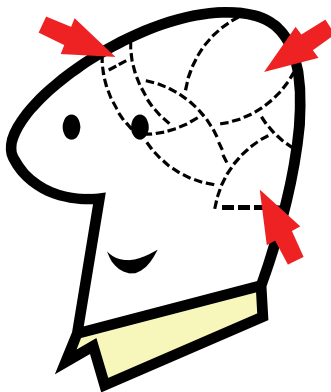
Attention is crucial in our perception, what we remember, what we think, feel, and do. Attention is not one process that happens in our brain, but it is continuous; “It involves organizing and setting priorities, focusing and shifting focus, regulating alertness, sustaining effort, and regulating the mind’s processing speed and output.” (pg 12) Attention manages frustration and our other emotions; it includes recalling facts, USING short term memory and monitoring and self regulating our actions. Can’t you just see this lacking in the children we see, that end up in our office or for whom the principals call us for help. Dr. Brown states that his model includes six clusters that describe “executive functions, the management of the brain.” While each cluster has a one-word label, they are not single traits, but like a “basket encompassing related cognitive functions that depend on and interact continuously with the others, in ever-shifting ways.” People with ADHD report “significant chronic difficulties in at least some aspect of each of these six clusters. Impairments in these clusters of cognitive functions tend to show up together; they appear clinically to be related.”

The executive functions that Dr. Brown indicates are impaired in “ADD Syndrome” (his label) are:

- Cluster 1: Organizing, Prioritizing, and Activating for Tasks-
- Cluster 2: Focusing, Sustaining, and Shifting attention to task
- Cluster 3: Regulating alertness, Sustaining effort, and Processing speed
- Cluster 4: Managing frustration and Modulating emotions
- Cluster 5: Utilizing working memory and Assessing recall
- Cluster 6: Monitoring and self regulating action

Dr. Brown states: “This cluster of ADD-related impairments extends far beyond simple excesses of hyperactive or impulsive behavior; these problems hamper one’s ability to perform well in a wide variety of everyday tasks.”

Enjoy the full article. www.CHADD.org





July 8, 2008

Terese M. Schaefer, President
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www.nd.gov/espb

Dear Terese:

Thank you for your request of change for the licensure requirements for the school psychologist license in ND. The Program Approval Advisory Committee of the Education Standards and Practices Board reviewed the request at their meetings May 29 and June 16.

The Education Standards and Practices Board at their June 23-25, 2008 Board Retreat accepted the recommendation of the PAAC to recommend the licensure change to include the acceptance of national certification of school psychologist. They did not approve the request to change the requirements for the renewal of the school psychology license.

If you have any questions or concerns, please contact me at 328-9646. Thank you for your support of quality education.

Sincerely,

[Handwritten signature]

Janet Placek Welk, Ph.D.
Executive Director



Boredom will always remain the greatest enemy of school disciplines. If we remember that children are bored, not only when they don't happen to be interested in the subject or when the teacher doesn't make it interesting, but also when certain working conditions are out of focus with their basic needs, then we can realize what a great contributor to discipline problems boredom really is. Research has shown that boredom is closely related to frustration and that the effect of too much frustration is invariably irritability, withdrawal, rebellious opposition or aggressive rejection of the whole show. Fritz Redl



**NORTH DAKOTA PSYCHOLOGICAL
ASSOCIATION**

1919 North Elm Street
Fargo, North Dakota 58102
Phone (701) 293-4115

November 26, 2007

Terese Schaefer
President, ND Association of School Psychologists
West Fargo Public Schools
207 West Main Avenue
West Fargo, ND 58078

Dear Ms. Schaefer:

Thank you for your letter of November 14, 2007, regarding the proposed APA Model Licensure Act revision that removes the title exemption for school psychologists. I agree with you that school psychologists provide vital services that support the mental health and academic achievement of children. I would not want to see the availability of those services eroded in any way by the revision.

As APA Council Representative, I have been involved in several discussions of the proposed Model Licensure Act revision. Frankly, I was not aware that the revision removed the title exemption for school psychologists, and I am glad you brought it to my attention. I intend to learn more about why the exemption was dropped from the proposed model.

The APA Model Licensure Act does not carry any legal obligations. Legislatures in each state write their own laws regarding such issues as who can use the term "school psychologist." The APA Model is simply a recommendation. I bring this to your attention because, regardless of whether the Act is passed by APA Council in its present form or not, a critical issue for the ND Association of School Psychologists is how this will play out in the ND Legislature. As a member of the Board of Trustees of the ND Psychological Association, I am involved in discussions regarding changing one aspect of the current law, that having to do with changing a post-doctoral training requirement to "either post-doctoral or pre-doctoral," which the revised APA Model Licensure Act recommends. The advantage of the change has to do with recruitment of young Ph.D. psychologists to North Dakota. I have heard no comment from members of the Board of Trustees regarding a desire to drop the exemption for the term "school psychologist."

If the ND Psychological Association decides to pursue a change in the ND Century Code, I will make sure that you, or whoever is the president of the ND Association of School Psychologists at the time, is aware of any changes being proposed so that we may dialogue with your association on any changes that might affect school psychologists.

Please feel free to contact me further regarding this issue as things develop. The best address to reach me is Blue Cross Blue Shield of North Dakota, 4510 13th Ave. South, Fargo, ND 58121. You can also reach me at george.oneill@bcbnsd.com.

Sincerely,

George W. O'Neill, Ph.D.
NDPA Council Representative to the APA Council of Representatives

SPRINT
(School Prevention, Review, and Intervention Team)
Angel Poitra-Keplin
Turtle Mountain Schools-Belcourt

The Turtle Mountain Community Schools are Sprinting in the right direction. The TMCS's have designed and are currently implementing an RTI approach to addressing academic and behavior difficulties exhibited in children K-12 grade. This new process is called SPRINT. It is a **Problem-Solving, Consultation, Intervention service delivery approach** that depends on the use of evidence- or research-based academic interventions that are linked to functional assessment, problem-solving results. One highlight is the consultation processes and services whereby consultants work with classroom teachers and at-risk, underachieving, and/or non-responsive students in both the functional assessment and intervention implementation processes.

Implementation has been underway but not without barriers and kinks. One challenge that TMCS's have encountered is the generalization of problem solving in the general education setting. Data collection has been an area that has received significant emphasis. The TMCSs' feel confident that the kinks will be worked out and we will keep up a SPRINT pace in the marathon of "Education".

Ron Benner recently posted this on the NASP Listserve: Howie Knoff has an interview on line December 16, 2008 Houston, TX. EducationNews.Org, the "Internet's #1 Source for Education News and Information" today published a highlighted interview with Dr. Howie Knoff, the Director (and creator) of Project ACHIEVE (see: <http://ednews.org/articles/31945/1/An-Interview-with-Dr-Howie-Knoff-Director-of-Project-ACHIEVE/Page1.html>)

In the interview, Dr. Knoff discusses the components and impact of Project ACHIEVE in schools across the country. Dr. Knoff was the 21st President of the National Association of School Psychologists which now represents over 25,000 school psychologists nationwide. He has received numerous awards for his professional service and his work through Project ACHIEVE, and he has a major work, Implementing Response-to-Intervention at the School, District, and State Levels: Functional Assessment, Data-based Problem Solving, and Evidence-based Interventions, being published in January, 2009.

To see this www.EducationNews.org interview, go to:
<http://ednews.org/articles/31945/1/An-Interview-with-Dr-Howie-Knoff-Director-of-Project-ACHIEVE/Page1.html>

For more information on Project ACHIEVE, go to:
<http://www.projectachieve.info/>

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 clinical, family, problem solving skills, religious beliefs can be protective factors.

Find the recommendations at the websites below. Other web 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 psychologically healthy environments for all children.

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.

Editor's Notes:

Thanks to Teresa and Olivia Melroe (Moorhead) for the great workshop-PREPARE. This really came in handy as our school is becoming more aware of the issues of "Threat Assessment."

Thanks to the executive board for contributions to our newsletter.

I have posted a couple of items that I have found of interest recently. I find that there is so much good information available on the internet and so little time to learn from them. For example, this past semester I was able to teach undergraduate Abnormal Psychology at our local community college. In refreshing my own information I found a ton of material-then it became how to take what I need and then organize it. I don't think I would make it out of undergraduate college with the volume of information available that was not so handy "in my day."

This weekend of December 20 & 21, shortest days of the year, are very, very cold and staying inside is advisable. So more exploration-along with completing this newsletter is possible with some short interruptions for Christmas shopping and a little decorating. I have even gotten into enjoying puzzles-300 & 500 pieces at this time. Careful, it can be addictive-"just one more piece that I know is right here."

The NASP website has a great deal of information also that is very useful in our everyday work. I have found that other states newsletters usually have a featured article that is relevant for our needs. For example Nebraska June edition had an article on using RTI practices for behavior; their November issue had one on resiliency. The Wyoming newsletter had an article on anxiety disorders in very young children. You can visit the states websites-where many have access to their newsletters-on www.nasponline.org.

Another source of good information is the Pathfinder Family Center newsletter called "Bits & Pieces." To get on their mailing list call: 800-245-5840

For children's needs/issues by individual states, see: www.everychildmatters.org

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HAVE A BLESSED CHRISTMAS